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ABSTRACT

This report is an annual publication that provides information about Diablo Valley College (California). The report contains information from administrative reports produced by various state, district, and college officials. The following sections are included: (1) General Information, which contains data on the history of the college, general student population, labor market, academic calendar, administration and governance, faculty and staff, organizational chart, and philosophy and mission; (2) Access-Enrollment Trends, consisting of demographic statistics of students by age, ethnicity, gender, and enrollment status; (3) Survey Research, which consists of findings of a student satisfaction survey and the accreditation self-study survey; and (4) Accountability and Institutional Effectiveness, which reports data on overall student performance and outcomes and partnership for excellence. Highlights include: (1) the percentage of females at the college (55%) is lower than that at other colleges in the state; (2) students 25 years old or younger continue to constitute the majority of those enrolled; (3) Hispanic and Asian groups continue to expand at a faster pace than that of other ethnic groups; (4) evening students continue to account for approximately one-third of the student population; and (5) part-time students continue to account for 70% of enrollments. Contains numerous tables. (ND)

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ED 472 195

Diablo Valley College

Pleasant Hill, California

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Institutional Effectiveness

Fact Book

2000-2001

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Office of Planning, Research and Student Outcomes

September 2001

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Preface

Diablo Valley College's **Institutional Effectiveness Fact Book** is an annual publication that provides a ready source of information to answer frequently-asked questions about the college and its operations. It contains a broad spectrum of information about the past and present, and its primary purposes are to promote organizational understanding and provide a basis for decision making. Some of the information presented in this edition is taken from administrative reports produced by various State, District and College offices. The staff of the Office of Planning, Research, and Student Outcomes (PRSO) thanks those offices for their valuable contributions. In an ongoing effort to provide timely information, the Office will continue to rfine this document each year and welcomes your comments and suggestions for improvement.

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EVALUATION FORM

We would like to continue to improve Diablo Valley College's Institutional Effectiveness Fact Book, and we need your suggestions and comments. Please assist us by completing the following evaluation and returning it to:

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1. Describe any information that you think should be added or expanded in next year's Fact Book:
_____
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3. Other comments and suggestions for improvement: _____
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Introduction

This report is designed to accomplish two objectives. It serves as a fact book that presents summary statistics about Diablo Valley College's students and programs, and the state and county environment within which the College functions. In addition, the report provides an assessment of DVC's institutional effectiveness. In general, institutional effectiveness can be evaluated by examining several indicators such as student academic performance, successful course completion, number of transfer students and other aspects of the college's life. The information is presented within a two-to-ten-year frame of reference. Benchmarking and comparison with selected peer institutions in California is also provided.

This report has been prepared in accordance with the best practices in the field of institutional research. It reflects a deep awareness of the seriousness of the assessment process and a sincere commitment to the principles and philosophy on which it rests. The process of self-assessment should result in identification of strengths and weaknesses and in making suggestions for improvement. Hence, the production of this report is not viewed as an end in itself but as part of an ongoing process for continuous improvement, steered both externally by the State's Partnership for Excellence (PFE) program and internally by the college and its constituents.

Diablo Valley College is committed to excellence and integrity in its educational programs and to quality of services to students, faculty, staff, and the public. The college seeks to improve in all areas, noting in particular the importance of contemporary management practices and the principles of institutional effectiveness. It recognizes the importance of strengthening and integrating the process of planning, assessment, and budgeting; and the systematic carrying out of DVC's institutional mission.

While the volume of data contained in this report is enormous, we tried to focus on the most important aspects of the college and allow for some narration and interpretation of facts along the way. Admittedly, reading of this report will not be like reading a novel with a plot and a cast of characters. But it is structured like a symphony with some organization that should guide the reader in understanding the relatedness of its different components. These components comprise the following:

· General Information
· Access - Enrollment Trends
· Survey Research
· Accountability and Institutional Effectiveness

General Information

History of Community Colleges

General Population

Labor Market

Competition

Philosophy and Mission

Strategic Directions

Academic Calendar

District and College History

Governance

Administration

Faculty and Staff Leadership

Organizational Chart

Accreditation

Library

Athletics

Section I: General Information

Introduction

Section I provides a wide variety of information about DVC's external environment and its profile as an institution of higher learning. The main purpose of this section is to present a broad background that enhances the reader's understanding of the detailed information presented in other sections of this publication. There are four subsections that relate mainly to the external environment, including state and county populations, the labor market and competition. In addition, there are several subsections that address the College's institutional profile, including the College's history, mission, strategic plans, governance and organizational structure. The information in this section has been drawn from a variety of sources, including the US Census, state and county databases and numerous College and district publications.

1. History of Community Colleges *

The California community college system is the largest in the country. It consists of 108 campuses governed by 72 locally controlled districts with a combined budget of $4 billion per fiscal year 1999-2000. The annual community college enrollment of 2.2 million students account for seven out of ten public college students in California and one out of ten public college students in the United States.

Historically, the primary purpose of the community colleges has been to provide general education to students who ultimately transfer to four-year institutions. Community colleges also provide vocational education in a variety of fields. In response to the changes in the economy, these colleges have been instrumental in helping workers upgrade their skills. Since the mid-1990's, community colleges have been given the task of helping welfare recipients develop the work-related skills to transition from public assistance to financial independence.

Originally, community colleges were part of the K-12 school system. The current role of the colleges in the educational system was defined in the California Master Plan for Higher Education, which was formalized by the "Donahoe" Higher Education Act of 1960. This statute established a system of post-secondary education with three segments: the University of California, the California State University and the community colleges.

California's first junior college program, independent of K-12 schools, began in 1920 in Fresno. In 1921, the legislature authorized the creation of local community college districts, which were locally governed by a board of elected trustees. Until 1960, the State Board of Education and the Superintendent of Public Instruction oversaw community colleges.

(*) Adapted from Little Hoover Commission, *Open Doors and Open Minds: Improving Access and Quality in California's Community Colleges* (Sacramento, CA: Little Hoover Commission), March 2000, pp 5-7

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General Information

With the creation of the Master Plan for Higher Education, the community colleges became part of the States' post-secondary education system. The Master Plan was a landmark document that formally established the inherent right for all citizens of California to have access to affordable higher education. It defined the community colleges as a gateway to advanced studies. In 1967, the statewide responsibility for oversight of community colleges was transferred from the State Department of Education to the Community College Board of Governors and a state chancellor.

Since the master plan was created, several events have impacted the community colleges.

- In 1978, Proposition 13 reduced local taxes by 57 percent and severely curtailed the ability of local districts to raise revenue. Funding control shifted to the State, with the Legislature increasingly involved in community college operations.

- In 1988, Proposition 98 guaranteed K-14 schools funding equal to 40 percent of State General Fund. Although the initiative was expected to stabilize funding for colleges, it did not guarantee the colleges a set portion of Proposition 98 funds.

- In 1998, Partnership for Excellence (PFE) funding for community colleges was established. This is a performance funding measure that aims at enhancing institutional effectiveness through improvement in several performance indicators, including: number of transfer students, number of degrees and certificates awarded, successful course completion, workforce development and vocational education, and remedial and developmental education. California's community colleges have three years to implement mechanisms that will lead to improvement in the quality of education. The PFE program will be reviewed in 2001.

- The success of the Master Plan for Higher Education created 40 years ago argued for developing a more comprehensive plan to provide greater

stability to California's entire public education system - Kindergarten through University levels. The framework of the plan was released in August 2000. (www.sen.ca.gov/masterplan/) The vision for California's education system was stated in the plan:

California will develop and maintain a cohesive system of first-rate schools, colleges and universities that prepare all students for transition to and success in the next level of education, the workforce, and general society, and that is responsive to the changing needs of the state and its people.

The proposed Master Plan for Education will serve as the long-term template to guide the changes needed to achieve a comprehensive system of education. It will provide frameworks for governance, resources, policy development and accountability to ensure that the state and its citizens receive maximum benefit from California's investment in education. The proposed plan places emphasis on accountability and assessment at all levels and the need for strong and continuous coordination among all segments of the educational enterprise. The

plan recommends that the State bear responsibility for developing a technology infrastructure. In addition the plan recommends the creation of a state entity to monitor California's changing demographics, estimate student demand and project the resources needed to enhance the quality of public education in the State.

Overview of California's Public System of Higher Education

California post-secondary education consists of three segments. A brief profile of these segments is provided below.

California Community Colleges (CCC): The CCC system consists of 72 districts and 108 colleges. Admission to a community college is open to any high school graduate or person over the age of 18 who could benefit from instruction. Community colleges offer associate degrees and academic programs designed to prepare students to transfer to four-year institutions. Additionally, certificates and degrees are awarded in various occupational and vocational areas. In 1998, the community colleges in California enrolled 2.2 million students.

California State University (CSU): The CSU system consists of 22 campuses. CSU provides baccalaureate and master's degrees, and may award doctorates jointly with the University of California. In 1998, approximately 350,000 students enrolled in CSU.

University of California (UC): The UC consists of eight general campuses and one health science campus. UC provides undergraduate education leading to baccalaureate degrees, master's degrees, doctorates and professional degrees. UC also has exclusive jurisdiction over basic research and the professions of law, medicine, dentistry and veterinary medicine. In 1998, UC enrolled approximately 161,000 students.

(*) The State Chancellor's Office reports fall enrollment only in many publications. Annual enrollment figures reflect non-duplicated headcount for the full academic year. Total enrollment in the fall of 1997 was 1.4 million. Total unduplicated headcount enrollment for the academic year 1997 was 2.2 million.

2. General Population

Throughout the 1990s, California's population grew at a faster rate than that of the rest of the country. In 1999, the state's population exceeded 34 million--a growth of more than 4 million in ten years or approximately 14 percent (Table 1.2.1). The net increase in population in 1999 alone, was 542,000, representing a natural increase of 297,302 (births less deaths). Natural increase continues to account for the majority of California's growth (55 percent) with net migration accounting for a respectable 45 percent of the increase. This is the fourth year that overall net migration has been positive, following net out-migration from 1993 through 1995. The net migration loss of the mid-1990s was associated with the recession. Since 1996, the state has returned to the historically familiar pattern of domestic in-migration coupled with strong foreign immigration. Future projections call for a state population of more than 40 million by 2010.

Table 1.2.1 Components of California's Population, 1991--2000

Year	Population (July 1)	Change	Births	Deaths	Natural Increase	Net Migration	Net Immigration	Net Domestic Migration
1990	29,944,000							
1991	30,565,000	621,000	609,465	212,572	396,107	224,107	219,309	4,798
1992	31,188,000	623,000	612,920	215,500	397,420	225,580	274,189	-48,609
1993	31,517,000	329,000	587,678	216,021	371,657	-42,657	286,196	-328,853
1994	31,790,000	273,000	579,103	223,480	355,623	-82,623	288,553	371,176
1995	32,063,000	273,000	558,113	220,831	337,282	-64,282	243,580	-307,862
1996	32,383,000	320,000	544,479	225,272	319,207	793	201,253	-200,460
1997	32,957,000	574,000	530,961	222,176	308,785	265,215	237,034	28,181
1998	33,494,000	537,000	521,752	225,803	295,949	241,051	225,584	15,467
1999	34,036,000	542,000	525,097	227,795	297,302	244,698	229,332	15,366
	Sum	4,092,000	5,069,568	1,989,450	3,079,332	1,011,882	2,205,030	(450,796)
	Average	454,667	563,285	221,050	342,148	112,431	245,003	(50,088)

Source: California Department of Finance, E-2 County Population Estimates and Components of Change, 1999-2000. May 2001.

California's population is becoming more diverse with whites representing a declining majority of barely 50 percent in 2000. Throughout the 1990s, Asians and Hispanics represented the fastest growing ethnic groups with growth rates of 40% and 33%, respectively, compared to 10%, each, for Blacks and American Indians, and only one percent for Whites. As a result of these changes, Hispanics represent the second largest ethnic group at 30 percent, followed by Asians at 11 percent, Blacks at 7 percent, and American Indians at 1 percent, in 1999 (Table 1.2.2, Figure 1.2.1, and Figure 1.2.2 present estimates of California's Ethnic Composition, 1990-2010).

Table 1.2.2. California's Population Estimates by Ethnicity, 1990--2010

Year	Total	White	Hispanic	Asian/Pac. Isle.	Black	Amer. Ind.
1990	29,942,397	17,131,831	7,774,789	2,745,781	2,105,207	184,789
	100.00%	57.22%	25.97%	9.17%	7.03%	0.62%
1991	30,563,276	17,249,291	8,097,870	2,880,501	2,147,691	187,923
	100.00%	56.44%	26.50%	9.42%	7.03%	0.61%
1992	31,186,559	17,363,576	8,421,133	3,018,527	2,192,451	190,872
	100.00%	55.68%	27.00%	9.68%	7.03%	0.61%
1993	31,515,753	17,320,246	8,658,118	3,131,041	2,214,376	191,972
	100.00%	54.96%	27.47%	9.93%	7.03%	0.61%
1994	31,790,557	17,245,625	8,882,966	3,236,566	2,232,841	192,559
	100.00%	54.25%	27.94%	10.18%	7.02%	0.61%
1995	32,062,912	17,180,485	9,100,994	3,338,262	2,250,502	192,669
	100.00%	53.58%	28.38%	10.41%	7.02%	0.60%
1996	32,383,811	17,131,672	9,330,740	3,452,463	2,275,401	193,535
	100.00%	52.90%	28.81%	10.66%	7.03%	0.60%
1997	32,956,588	17,178,308	9,700,944	3,582,089	2,298,425	196,822
	100.00%	52.12%	29.44%	10.87%	6.97%	0.60%
1998	33,506,406	17,258,003	10,022,551	3,716,953	2,309,152	199,747
	100.00%	51.51%	29.91%	11.09%	6.89%	0.60%
1999	34,072,478	17,339,690	10,352,763	3,856,288	2,320,916	202,821
	100.00%	50.89%	30.38%	11.32%	6.81%	0.60%
2000	34,653,395	17,421,511	10,688,752	3,999,427	2,337,935	205,770
	100.00%	50.27%	30.84%	11.54%	6.75%	0.59%
2001	35,233,335	17,503,225	11,020,710	4,144,647	2,355,812	208,941
	100.00%	49.68%	31.28%	11.76%	6.69%	0.59%
2002	35,802,238	17,573,850	11,352,852	4,289,887	2,373,399	212,250
	100.00%	49.09%	31.71%	11.98%	6.63%	0.59%
2003	36,363,502	17,635,296	11,685,915	4,436,410	2,390,411	215,470
	100.00%	48.50%	32.14%	12.20%	6.57%	0.59%
2004	36,899,907	17,686,710	12,013,228	4,574,328	2,407,050	218,591
	100.00%	47.93%	32.56%	12.40%	6.52%	0.59%
2005	37,372,444	17,731,217	12,300,819	4,684,467	2,433,988	221,953
	100.00%	47.44%	32.91%	12.53%	6.51%	0.59%
2006	37,838,342	17,770,653	12,586,261	4,792,647	2,463,534	225,247
	100.00%	46.96%	33.26%	12.67%	6.51%	0.60%
2007	38,364,421	17,809,973	12,918,755	4,925,261	2,482,190	228,242
	100.00%	46.42%	33.67%	12.84%	6.47%	0.59%
2008	38,893,801	17,847,320	13,257,554	5,056,342	2,501,342	231,243
	100.00%	45.89%	34.09%	13.00%	6.43%	0.59%
2009	39,425,878	17,876,545	13,608,018	5,186,055	2,520,906	234,354
	100.00%	45.34%	34.52%	13.15%	6.39%	0.59%
2010	39,957,616	17,901,991	13,964,050	5,313,750	2,540,500	237,325
	100.00%	44.80%	34.95%	13.30%	6.36%	0.59%

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Source: California Department of Finance, California Population Estimates

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General Information

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Figure 1.2.1. Percentages of California's Ethnic Groups, 1990, 1999, and 2010

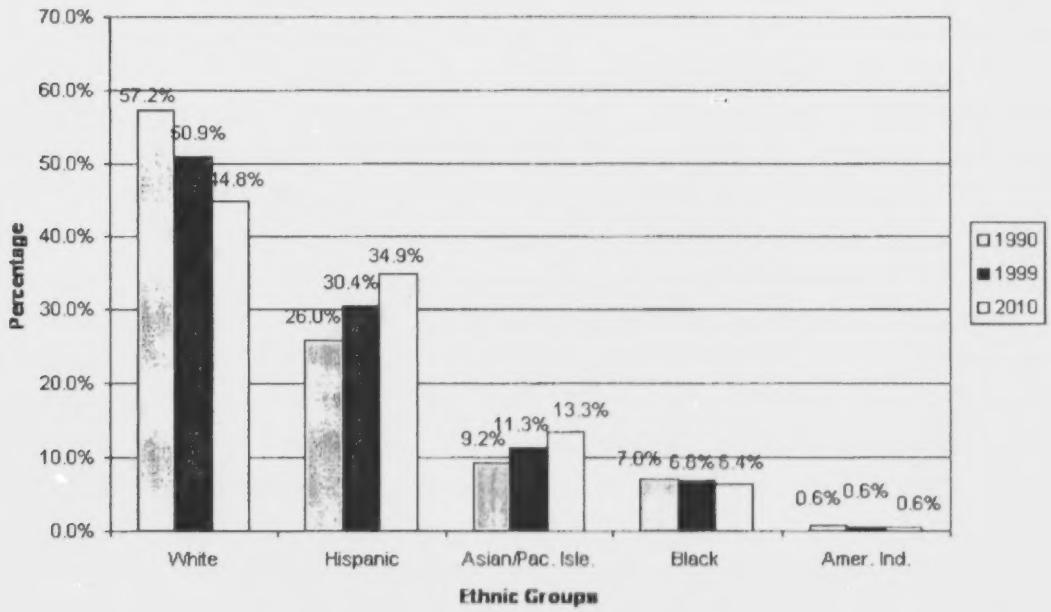
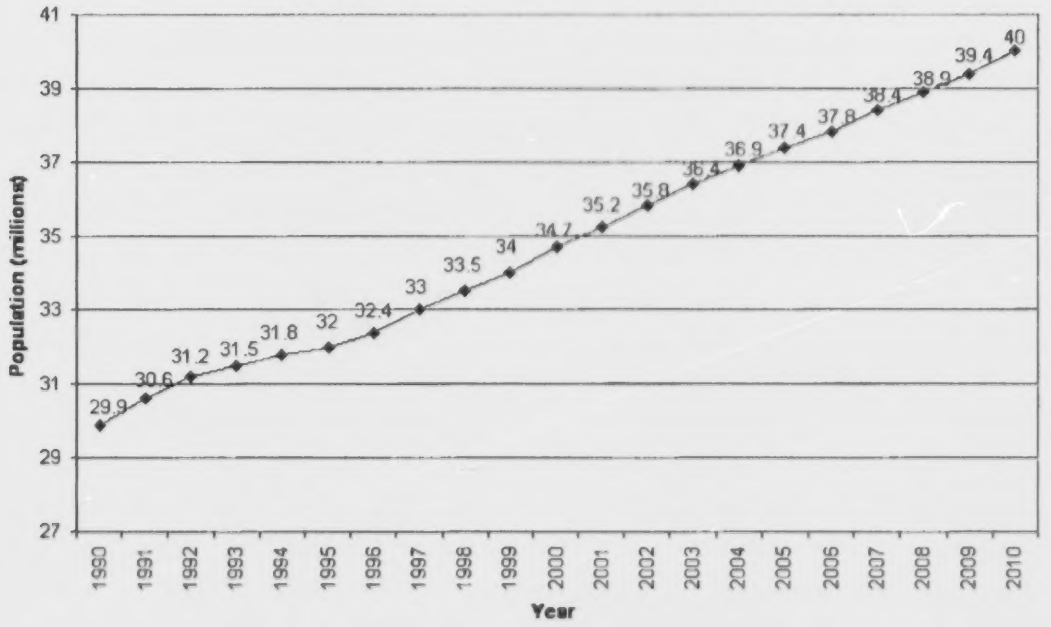


Figure 1.2.2. California's Population Estimates, 1990--2010



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Contra Costa County population is the ninth largest in California (among 58 counties in the State*). The county's population stood at 932,000 in 1999, up from 807,600 in 1990--an increase of 124,400, or more than 15 percent. Unlike California as a whole, the majority (62 percent) of the growth in 1999 was due to net migration, while natural increases (births and deaths) accounted for only 38 percent. Since 1997, net migration outpaced natural increases in the county's population (Table 1.2.3). With respect to ethnic groups, the county's mix was different from that of the state. Whites constituted a sizable, though a declining, majority of 64 percent, while Hispanics accounted for only 14 percent, Asians at 12 percent, Blacks at 9 percent, and American Indians at 1 percent. Throughout the 1990s, the growth in the relative share of various minority groups was made at the expense of the decline in the relative share of the Whites. (See Table 1.2.3 and Figures 1.2.3 and 1.2.4.)

Future projections call for a population in the excess of one million by 2010. The relative shares of Hispanics and Asians are expected to continue their upward growth at the expense of the White majority. Black population in the county is projected to grow at a relatively lower rate.

(*) The ten largest counties in California in 1999 are: Los Angeles, San Diego, Orange, Santa Clara, San Bernardino, Riverside, Alameda, Sacramento, Contra Costa, and San Francisco. The total population of these counties (25 million) accounted for approximately 73 percent of California's 34 million in 1999.

Table 1.2.3. Contra Costa County's Population, 1991—2000

Year	Population (July 1)	Change	Births	Deaths	Natural Increase	Net Migration	Net Immigration	Net Domestic Migration
1990	807,600							
1991	821,500	13,900	13,358	5,881	7,477	6,423	2,856	3,567
1992	838,700	17,200	13,224	5,641	7,583	9,617	3,308	6,309
1993	851,400	12,700	12,677	5,827	6,850	5,850	3,712	2,138
1994	860,200	8,800	12,514	6,039	6,475	2,325	3,678	-1,353
1995	867,300	7,100	12,430	6,059	6,371	729	3,095	-2,366
1996	877,900	10,600	12,344	6,313	6,031	4,569	3,423	1,146
1997	896,200	18,300	12,325	6,401	5,924	12,376	4,043	8,333
1998	916,900	20,700	12,310	6,615	5,695	15,005	3,866	11,139
1999	932,000	15,100	12,485	6,674	5,811	9,289	3,930	5,359
	Sum	**124,400**	**113,667**	**55,450**	**58,217**	**66,183**	**31,911**	**34,272**
	Average	**13,822**	**12,630**	**6,161**	**6,469**	**7,354**	**3,546**	**3,808**

Source: California Department of Finance, E-2 County Population Estimates and Components of Change, 1999-2000. May 2001.

Figure 1.2.3. Contra Costa County Percentages of Ethnic Groups, 1990, 1999, and 2010

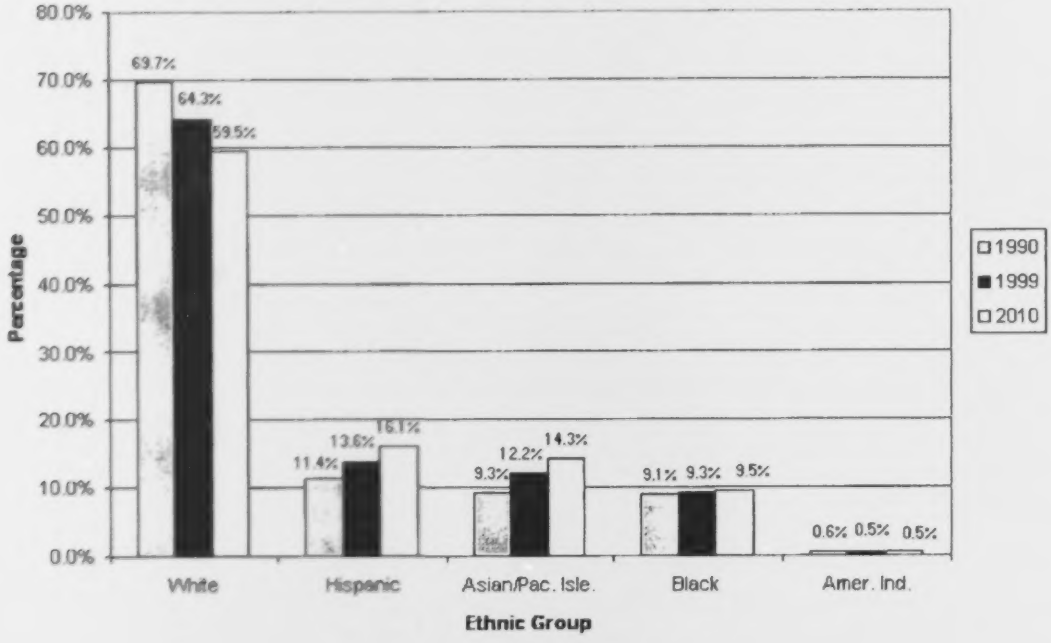
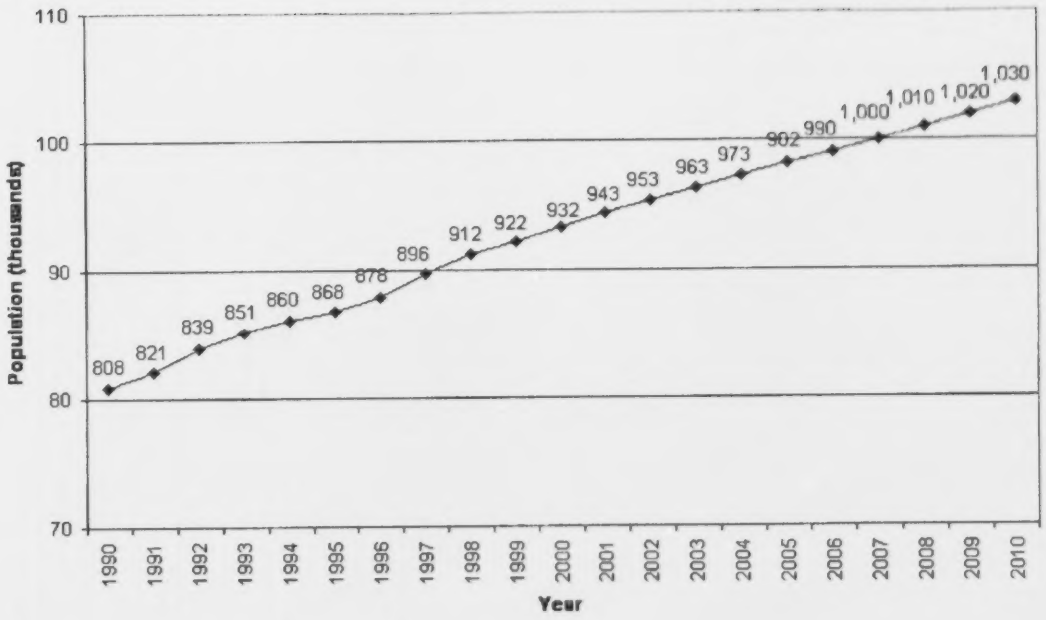


Figure 1.2.4. Contra Costa County's Population Estimates, 1990-2010


110
100
90
80
70
Population (thousands)
808
821
839
851
860
868
878
896
912
922
932
943
953
963
973
982
990
1,000
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3. Labor Market

As the nearby population grows, so do jobs. For example, Contra Costa is ranked as the ninth fastest growing county in California based on *numerical population change* in 1999, while Alameda to the south is ranked seventh. Furthermore, on a different scale, Solano to the north and San Joaquin to the east are ranked fifth and eighth respectively, based on *percentage of change* in 1999.

The rapid growth in Contra Costa and surrounding counties has been due to the high-tech industry in the area. Employees working for business and industry shop, buy houses and pour millions of dollars into the economy, thereby creating still more jobs. According to California's Employment Development Department, the 25 occupations with the fastest growth and the percentage of projected growth from 1998 through 2008 appear in Table 1.3.1. Four of the top ten occupations are in computer-related fields such as system analysts, computer support specialists, computer engineers, and database administrators. Five of the top ten occupations are in medical and health-related services, including medical assistants, medical records technicians, physician's assistants, respiratory care practitioners, and human services workers.

It is important to note that the majority of these jobs will require at least a community college education. Students will exit from the community college with an associate degree or certificate in a vocational area and then may continue their education through four-year institutions. More importantly, the health, vitality and productivity of the workforce will depend, in part, upon continuous education, which the community college is well suited to deliver.

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General Information

Table 1.3.1. California's Top 25 Occupations with the Fastest Growth, 1998-2008.

Rank	Occupation	Absolute Change	Percent change	Education/Experience
1	Systems Analysts--Elec Data Proc	53,600	90.2%	Bachelor's Degree
2	Computer Support Specialists	51,800	89.9%	Bachelor's Degree
3	Medical Assistants	30,500	77.2%	Moderate-term-on-the-job training
4	Computer Engineers	41,000	76.4%	Bachelor's Degree
5	Medical Records Technicians	7,200	73.5%	Associate Degree
6	Physician's Assistants	3,900	68.4%	Bachelor's Degree
7	Paralegal Personnel	8,400	67.7%	Associate Degree
8	Data Base Administrators	8,200	66.7%	Bachelor's Degree
9	Respiratory Care Practitioners	4,700	58.0%	Associate Degree
10	Human Services Workers	9,800	56.3%	Moderate-term-on-the-job training
11	Speech Pathologists, Audiologists	4,500	54.9%	Moderate-term-on-the-job training
12	Telemarketers, Solicitors and Relate	22,200	51.7%	Short-term-on-the-job Training
13	Teachers--Special Education	19,700	50.5%	Bachelor's Degree
14	Teacher Aides, Paraprofessional	45,600	50.2%	Associate Degree
15	Demonstrators and Promoters	10,200	50.2%	Moderate-term-on-the-job training
16	Biological Scientists	5,100	50.0%	Doctoral degree
17	Physicians and Surgeons	21,000	49.0%	First Professional Degree
18	Sales Agents--Financial Services	11,300	48.7%	Long-term-on-the-job Training
19	Home Health Care Workers	11,300	48.5%	Short-term-on-the-job Training
20	Physical Therapy Assistants and Aide	3,200	47.1%	Moderate-term-on-the-job training
21	Medicine, Health Services Mgrs	8,900	46.1%	Work Experience, Plus A Bachelor's or Higher
22	Personal and Home Care Aides	6,200	45.6%	Short-term-on-the-job Training
23	Engineer, Math, and Nat Sci Mgrs	21,400	45.3%	Work Experience, Plus A Bachelor's or Higher
24	Financial Analysts, Statistical	3,300	45.2%	Bachelor's Degree
25	Dental Assistants	14,200	43.2%	Moderate-term-on-the-job training

Source: California Employment Development Department, Labor Market Information

Table 1.3.1. California's Top 25 Occupations with the Fastest Growth, 1998-2008.

Rank	Occupation	Absolute Change	Percent change	Education/Experience
1	Systems Analysts--Elec Data Proc	53,600	90.2%	Bachelor's Degree
2	Computer Support Specialists	51,800	89.9%	Bachelor's Degree
3	Medical Assistants	30,500	77.2%	Moderate-term-on-the-job training
4	Computer Engineers	41,000	76.4%	Bachelor's Degree
5	Medical Records Technicians	7,200	73.5%	Associate Degree
6	Physician's Assistants	3,900	68.4%	Bachelor's Degree
7	Paralegal Personnel	8,400	67.7%	Associate Degree
8	Data Base Administrators	8,200	66.7%	Bachelor's Degree
9	Respiratory Care Practitioners	4,700	58.0%	Associate Degree
10	Human Services Workers	9,800	56.3%	Moderate-term-on-the-job training
11	Speech Pathologists, Audiologists	4,500	54.9%	Moderate-term-on-the-job training
12	Telemarketers, Solicitors and Relate	22,200	51.7%	Short-term-on-the-job Training
13	Teachers--Special Education	19,700	50.5%	Bachelor's Degree
14	Teacher Aides, Paraprofessional	45,600	50.2%	Associate Degree
15	Demonstrators and Promoters	10,200	50.2%	Moderate-term-on-the-job training
16	Biological Scientists	5,100	50.0%	Doctoral degree
17	Physicians and Surgeons	21,000	49.0%	First Professional Degree
18	Sales Agents--Financial Services	11,300	48.7%	Long-term-on-the-job Training
19	Home Health Care Workers	11,300	48.5%	Short-term-on-the-job Training
20	Physical Therapy Assistants and Aide	3,200	47.1%	Moderate-term-on-the-job training
21	Medicine, Health Services Mgrs	8,900	46.1%	Work Experience, Plus A Bachelor's or Higher
22	Personal and Home Care Aides	6,200	45.6%	Short-term-on-the-job Training
23	Engineer, Math, and Nat Sci Mgrs	21,400	45.3%	Work Experience, Plus A Bachelor's or Higher
24	Financial Analysts, Statistical	3,300	45.2%	Bachelor's Degree
25	Dental Assistants	14,200	43.2%	Moderate-term-on-the-job training

Source: California Employment Development Department, Labor Market Information

In conclusion, it should be noted that labor market information is only a guide for making decisions, not the absolute answer. One should consider changes that occur after data collection; the earlier the data collection, the less relevant it would be for future decisions. These changes may include new and emerging industries and businesses, changing skill-set needs, plant closures, layoffs, and other economic fluctuations. The most vivid reminder of these changes is what California is witnessing in 2000-2001 relative to the energy crisis and the slowing rate of growth in the dot.com industry. Undoubtedly, these changes will have a profound effect on the labor markets and the occupational outlook in the future.

4. Competition

Competition for students in the post-secondary education market plays an important role in student enrollment at DVC. This market is limited to a large extent by the geographical boundaries of the county and the service area. An examination of the market structure in 1999-2000 reveals the existence of 50 institutions that fall into six categories including:

· Two-year technical/community colleges (5)
· Four-year colleges/universities (8)
· Private business/technical schools (20)
· Public adult schools with occupational programs (5)
· Public secondary schools with occupational programs
· Job training (JTPA) programs funded by the federal government (10)

Table 1.4.1 presents a list of these 50 institutions. These institutions may also be grouped into two broad classifications:

- Institutions (including DVC) that offer courses and programs for college credit and for continuing education (13)
- Institutions that offer training and vocational programs for noncredit (37)

The 12 institutions in the first group (other than DVC) constitute the most direct competition to Diablo Valley College. These institutions will be analyzed further in terms of the programs and student services offered. The remaining 37 institutions represent indirect competitors since they offer choices to prospective students in terms of vocational/training programs, student services, scheduling, and prices (tuition and fees). No further analysis of these programs will be presented in this section.

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General Information

Table 1.4.1. Post-Secondary Education Institutions in Contra Costa County.

Institution	Two-Year Tech./ Comm. College	Four-Year College/ Univ.	Private Business/ Tech. School	Public Adult School with Occup. Progs.	Public Sec. School with Occup. Progs.	JTPA Progs.
1. Access USA Computer Training Center						X
2. Actech Institute						X
3. American Institute of Massage Therapy			X			
4. American Truck School			X			
5. Antioch Adult School				X		
6. CSU Hayward		X				
7. Ctr. for Professional Investigative Train.			X			
8. Chapman University Academic Center		X				
9. Continental Training Center						X
10. Contra Costa College	X					
11. CCC Regional Occupational Program					X	
12. Cyber State University			X			
13. De Loux Cosmetology			X			
14. Delta Beauty College, Inc.			X			
15. Design School of Cosmetology			X			
16. Diablo Valley College	X					
17. EB Institute of Business & Legal Train.						X
18. Fredrick W. Taylor University			X			
19. Golden Gate University		X				
20. H & R Block Tax Training School			X			
21. Heald Business College	X					
22. Heald College School of Technology	X					
23. Helicopter Adventures, Inc.			X			
24. John F. Kennedy University		X				
25. Kaiser Permanente School of Radiology			X			
26. Liberty High School Alternative Ed.				X		
27. Los Medanos College	X					
28. Martinez Adult School				X		
29. Mason McDuffie Prudential Sch. Real Est.			X			
30. Mt. Diablo Adult Education				X		
31. Mt. Diablo Vocational Services Training			X			
32. Navajo Aviation			X			
33. Pacific States Aviation			X			
34. Paris Beauty College			X			
35. Phlebotomy Plus			X			
36. Pittsburg Adult Education Center				X		
37. Productivity Point International					X	
38. Professional Skills Institute						X
39. Quick Learning School			X			
40. Rubicon Programs, Inc.						X
41. Software Adv. Technologies Institute			X			
42. ST. Mary's College		X				
43. The Service Quality Department						X
44. UC Berkely-University Extension		X				
45. University of Phoenix		X				
46. USF, San Ramon Regional Campus		X				
47. West Contra Costa Adult Education						X
48. Western Career College						X
49. Western College of Travel Careers, Inc.			X			
50. Worldwide Educational Services						X
Total	**5**	**8**	**20**	**5**	**2**	**10**
Percentage	**10%**	**16%**	**40%**	**10%**	**4%**	**20%**

Source: Occupational Outlook & Vocational Training Directory of Contra Costa County, 1999-2000

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Table 1.4.2 presents information about the twelve institutions that compete directly with DVC. This table includes information about the location, degrees and programs offered, type of school, and accreditation/certification status.

With respect to the programs, the three community colleges in the district offer the largest number of academic and vocational programs, while other public and private institutions in the area fall behind.

Table 1.4.2. Contra Costa Post-Secondary Education Institutions: Locations, Degrees, Programs, School Type and Accreditation

School	Location	Degrees Offered	No. Progs. Offered	School Type/Edu	Accre Cert
1. Diablo Valley College	Pleasant Hill	A, C	95	2-year-Technical/Comm. College	WASC
2. California State University, Hayward	Concord	M, B, C, D	19	Other (Job corps ctr. & comm. Bd. org)	WASC
3. Chapman University Academic Center	Concord	M, B, C, D	12	4-year college/university	WASC
4. Contra Costa College	San Pablo	A, C	63	2-year-Technical/Comm. College	WASC
5. Golden Gate University	Walnut Creek	M, B	5	4-year college/university	WASC
6. Heald Business College	Concord	C, D	11	2-year-Technical/Comm. College	WASC
7. Heald College-School of Technology	Martinez	A, C	5	2-year-Technical/Comm. College	WASC
8. John F. Kennedy University	Orinda	Dr, M, B, C	15	4-year college/university	WASC
9. Los Medanos College	Pittsburg	A, C	75	2-year-Technical/Comm. College	WASC
10. St. Mary's College	Moraga	M, B, C	30	4-year college/university	WASC
11. UC Berkeley, University Extension	San Ramon	C	36	4-year college/university	WASC
12. University of Phoenix	Walnut Creek	M, B, A, C	8	4-year college/university	NCASC
13. USF, San Ramon Regional Campus	San Ramon	M, C	9	4-year college/university	WASC

Source: Occupational Outlook & Vocational Training Directory of Contra Costa County, 1999-2000

WASC = Western Association of Schools and Colleges
NCASC = North Central Association of Schools and Colleges

A = Associate Degree
B = Baccalaureate Degree
C = Certificate
D = Diploma
M = Master's
Dr = Doctorate

The student services offered by these institutions are presented in Table 1.4.3. This table compares all 13 institutions in terms of 16 common student services. The table indicates that DVC provides 16 out of 16, (100 percent) of these services. Other institutions offer services that range from 8 to 15 of these services. The three colleges in the Contra Costa Community College District offer the most comprehensive number of student services.

Table 1.4.3. Student Services at Colleges and Universities in Contra Costa County,

Services																		
Institution	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**Total**	**Percentage**
1. CSU Hayward			1	1		1	1	1			1	1		1	1	1	10	63
2. Chapman University Academic Ctr		1	1		1	1	1	1			1	1		1			9	56
3. Contra Costa College	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	100
4. Diablo Valley College	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	100
5. Golden Gate University			1	1		1	1	1	1		1	1	1	1			10	63
6. Heald Business College		1	1			1		1	1			1	1	1			8	50
7. Heald College School of Technoogy		1	1			1	1	1	1			1	1	1		1	10	63
8. John F. Kennedy University		1	1			1	1	1				1	1	1		1	9	56
9. Los Medanos College	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	15	94
10. ST. Mary's College			1			1	1	1			1	1	1		1	1	9	56
11. UC Berkely-University Extension				1		1		1			1	1		1			6	38
12. University of Phoenix		1	1	1		1	1	1			1	1	1	1	1		11	69
13. USF, San Ramon Regional Campus		1	1			1		1	1		1		1	1			8	50
Total	3	9	12	7	4	13	10	13	7	3	9	12	10	12	6	7	137	
Percentage	23	69	92	54	31	100	77	100	54	23	69	92	77	92	46	54		

Source: Occupational Outlook & Vocational Training Directory of Contra Costa County, 1999-2000

1 = Bilingual Services
2 = Career Development
3 = Counseling
4 = Distance Learning
5 = ESL Courses
6 = Financial Aid
7 = Financial Counseling
8 = Handicapped Accessible
9 = Job Placement
10 = On-Site Child Care
11 = Open Entry/Open Exit
12 = Services for Handicapped
13 = Tutoring Services
14 = Veteran Approved
15 = Vocational Assessment
16 = Vocational Counseling

It is obvious from these comparisons that there is keen competition in the market of post-secondary education in Contra Costa County. Despite this robust competition, Diablo Valley College remains the college of choice for aspiring students in the service area due to the comprehensive nature of its programs and services, affordable prices and its reputation for higher quality education. However, to maintain this competitive advantage, DVC must continue to upgrade and enhance its human resources, programs, finances and facilities. The recent defeat (November, 2000) of Measure K to raise funds for renovation and expansion of facilities is considered a setback that may have a direct impact on the college's competitive

position.

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5. Philosophy and Mission

Philosophy

The primary objective of Diablo Valley College is the development, growth and success of each of its students. At DVC, student learning is paramount and comprises not simply the transference of knowledge and skills but also a process of intellectual, artistic, political, ethical, physical and spiritual exploration. We believe that such learning is the mutual responsibility of the college and student.

We recognize the dignity and intrinsic worth of the individual and will make every effort to design programs to meet individual needs, interests and capacities. We believe that a broad range of educational approaches and support services is necessary in order to ensure that each student achieves his or her potential.

In fulfilling these objectives and principles, we affirm our intention

- to provide the highest possible level of education and counseling in order to help students develop and realize their goals
- to provide the highest possible level of access to a student body which reflects the cultural and socio-economic diversity of our community
- to provide students with opportunities for the development of values, ethical behavior, aesthetic appreciation and a sense of civic responsibility
- to provide students with opportunities for social and personal growth
- to enhance self esteem and sense of individual responsibility
- to provide a campus climate which encourages tolerance, mutual respect, civility, and the free and open exchange of ideas
- to instill and appreciation for the values and contributions of other cultures and to foster a global and international perspective among all students.

We will continuously seek and support a dedicated, highly qualified staff that is diverse in terms of cultural background, ethnicity, and intellectual perspective and that is committed to fostering a climate of academic freedom and collegiality. We will encourage and support professional development for all staff and will all share in the responsibility for student outcomes.

Diablo Valley College affirms its responsibility to address the diverse needs of the communities it serves and to provide leadership in the civic, cultural, and economic development of the region.

Mission

In implementing its philosophy, Diablo Valley College engages in a wide variety of activities. However, four primary missions constitute the critical functions of the college:

Transfer
The college ensures access to a baccalaureate degree for all members of the community, regardless of their circumstances of prior academic record, by providing the full range of freshman and sophomore level courses necessary for transfer. These courses are of sufficient breadth, depth and rigor to ensure that transfer students are as well prepared to succeed in upper division work as those who complete their first two years at a four-year college or university. The college also provides counseling and academic planning services, timely and accurate information about transfer process. The college faculty and staff are dedicated to the active identification, encouragement and support of students who have the desire and ability to pursue a baccalaureate degree.

Workforce Development
In order to ensure a well-trained work force, the college provides a wide variety of occupational programs and general education courses designed to prepare students for new careers, career changes and career advancement. The college also provides students with the access to support services and career development services necessary to help them establish and fulfill educational plans appropriate to their career goals. The college's occupational programs are responsive to the changing needs of the business community and of the regional economy. The programs are focused not only on the educational needs of individuals but on the workforce development needs of the community as well.

Economic Development
In addition to providing strong occupational programs, the college supports the economic development of the region through its leadership in planning, its encouragement of partnerships for economic growth, and the provision of contract-based training to meet the needs of business and the community. The aim of the college's economic development efforts is to ensure that the region has the planning, development and training capacity necessary to attract and retain business and to maintain the region's economic vitality.

Pre-collegiate Preparation
The college ensures meaningful access to its collegiate programs by providing a broad range of pre-collegiate courses designed to develop the skills necessary to succeed in college level classes. The college is committed to offering courses responsive to student needs and to individual learning styles. The college also is committed to providing the comprehensive student support services necessary to help students overcome their educational limitations. The aim of the pre-collegiate program is to empower students to become confident and independent learners, to recognize and build on individual strengths, and to encourage students' further education.

In addition to these primary missions, the college acknowledges and honors its traditional role as a center for learning by providing courses, events and activities that promote lifelong learning and enrich the community's cultural, intellectual and recreational environment.

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6. Strategic Directions

Diablo Valley College has developed a strategic plan around five critical areas: excellence in teaching and learning, student support services, public and private partnerships in the community, planning and evaluation, and maintenance of a solid college infrastructure. (See Section IV, Part 4 for an evaluation of the College's strategic plan.)

Teaching and Learning

The college will:

1. consistently and regularly measure its effectiveness in fulfilling its mission based on the success of its students.

2. strengthen its instructional program-review process for making decisions regarding funding, staffing, and program development.

3. ensure a rigorous ongoing review of its curriculum to strengthen the emphasis of all programs on the development of critical-thinking and problem-solving skills of students.

4. continue to review its courses and programs to determine which can be provided effectively in an alternative delivery format and schedule.

5. expand instructional offerings at off-campus locations and expand the opportunities for distance learning.

6. meet the needs of under-prepared students by offering additional basic skills and ESL courses, including instruction in reading, writing, mathematics, computers, physical sciences, and information literacy.

7. continue to expand its efforts to integrate multi-cultural and international perspectives into its curriculum and programs and hire faculty and staff who reflect the diversity of the student population.

8. provide campus-wide access to computers for students, faculty, and staff, including an increased access to computer labs and an increased use of technology in the delivery of instruction.

Student Support Services

The college will:

9. expand tutoring services, improve access to information resources and computer techno-

logy, increase bilingual support services, and provide other services to assist students in meeting their educational goals.

6. DVC Strategic Directions (Cont.)

10. establish an International Student Center to serve international students and to provide all students an opportunity to increase their knowledge of other cultures and languages.

11. improve the integration and coordination of student services and centralize as many of these services as possible in a single location.

12. take an active role in identifying potential transfer students and providing them with a full range of transfer services, ensuring students experience a smooth transition to a four- year college or university.

13. develop and implement ways of using technology to improve the admissions, counseling, and registration processes and more effectively provide information to students.

Establishment of Public and Private Partnerships in the Community

The college will:

14. develop and implement expanded outreach activities with local schools and Regional
Occupational Programs (ROP) partners. Such activities will include the articulation of
instructional programs and services, increasing the preparation of students for college- level work, and recruiting and providing services to high

school students.

15. develop and implement new partnerships with public and private organizations, which include: identifying the programs needed for workers in the local labor market; ensuring that curriculum and programs are current; sharing facilities and resources; jointly applying for public and private funding; and providing work experience, internship, and mentoring opportunities for students.

16. continue to develop the Center for Higher Education and establish a permanent site for the center to better serve South County.

17. expand the accessibility of instructional programs and services by establishing more off- campus sites.

Planning and Evaluation

The college will:

18. strengthen its research and reporting capabilities to provide accurate and timely informa- tion on student enrollment trends and projections.

6. DVC Strategic Directions (Cont.)

19. develop a marketing and recruitment effort which includes enhancing high school recruitment, reaching under-served populations, increasing international student enrollment, and targeting employees in business and public organizations.

20. continue to refine the measures of effectiveness data and use the data to inform decision-making about hiring, budgeting, program development, services, and curriculum.

21. expand the collections of follow-up data on former students to determine how well the college prepares students. This information will be used for hiring, budgeting, program development, services, and curriculum.

22. improve collegial decision-making; define and clarify the roles and responsibilities of faculty, staff, and administration; and work to improve timelines for decision-making.

College Infrastructure

The college will:

23. pursue additional sources of funding, including public and private grants to support innovation; public and private partnerships; fee-based and contract-education programs; a strong and effective college foundation; and an alumni association.

24. continue to pursue funding to implement the college's Facilities Master Plan and seek additional resources for deferred maintenance to upgrade and improve existing class rooms.

25. develop the necessary infrastructure for technology on campus and provide fiscal support for it.

26. develop and implement a program to provide greater development opportunities for faculty and staff.

7. Academic Calendar

Table 1.7.1. Two-year Academic Calendar

Fall Semesters

Activities	Fall 2000	Fall 2001
Non-Instructional/Improvement Days (Optional)	Aug.16-17 (W-TH)	Aug.15-16 (W-TH)
Mandatory Faculty Service Day	Aug. 18 (F)	Aug. 17 (F)
Instruction Begins	Aug. 21 (M)	Aug. 20 (M)
Labor Day-Legal Holiday	Sept. 4 (M)	Sept. 3 (M)
Census Date	Sept. 5 (T)	Sept. 4 (T)
Filling for A.A. Degrees Begins	Sept. 11 (M)	Sept. 10 (M)
Last Day for WX Drop	Sept. 22 (F)	Sept. 21 (F)
Last Day for CR/NC Option	Sept. 22 (F)	Sept. 21 (F)
Veterans Day-Legal Holiday	Nov. 10 (F)	Nov. 12 (M)
Last Day to Drop	Nov. 17 (F)	Nov. 16 (F)
Thanksgiving-Legal Holiday	Nov. 23-26 (TH-SU)	Nov. 22-25 (TH-SU)
Filling for A.A. Degree Ends	Dec. 11 (M)	Dec. 10 (M)
Last Day of Instruction	Dec. 19 (T)	Dec. 17 (M)
Winter Recess	Dec. 20-Jan. 15 (W-T)	Dec. 18-Jan. 8 (T-T)
Legal & Board Holidays	Dec. 21-Jan. 2 (TH-T)	Dec. 20-Jan. 1 (TH-T)

Spring Semesters

Activities	Spring 2000	Spring 2001
Non-Instructional/Improvement Activities (Optional)	Jan. 10-12 (W-TH)	Jan. 9-10 (W-TH)
Martin Luther King, Jr. Birthday	Jan. 15 (M)	Jan. 15 (M)
Required Faculty Service Day	Jan. 16 (F)	Jan. 11 (F)
Instruction Begins	Jan. 17 (W)	Jan. 14 (M)
Census Date	Feb. 5 (M)	Jan. 28 (M)
Lincoln's Birthday-Legal Holdiay	Feb. 9 (F)	Feb. 8 (F)
Washington's Birthday	Feb. 19 (M)	Feb. 18 (F)
Board Holiday		Mar. 29 (F)
Spring Recess	Apr. 13-20 (F-F)	Mar. 29-Apr. 5 (F-F)
Instruction of Regular Classes Resumes	Apr. 23 (M)	Apr. 8 (M)
End of Semester	May 25 (F)	May 24 (F)
Memorial Day-Legal Holiday	May 28 (F)	May 27 (M)

Source: Contra Costa Community College District

8. District and College History

The Contra Costa Community College District is the eighth largest district in California in student enrollment.* There are three colleges: Diablo Valley College in Pleasant Hill, which has a center in San Ramon; Contra Costa College in San Pablo; and Los Medanos College in Pittsburg. The district was established on December 14, 1948, and is headquartered in Martinez.

The publicly supported Contra Costa Community College District offers students low-cost access to quality higher education and provides students with many program options, including the A.A. degree, transfer credit to four-year colleges, vocational training, and personal improvement opportunities. The district encompasses 686 square miles--nine tenths of Contra Costa County's landmass. It reaches from San Francisco Bay on the west to the Sacramento-San Joaquin Delta and Byron on the east; and from the Carquinez Strait and Suisun Bay on the north to Alameda County on the south.

Diablo Valley College is located on land that was originally home to the Costanoan Indians but was incorporated into the expanding Spanish frontier in the late eighteenth century. In 1844, the Mexican government granted the land to William Welch, and it became part of his huge Rancho Las Juntas, which included northwestern Walnut Creek, all of Pleasant Hill, and the northeastern half of Martinez. After World War II, the land was subdivided into housing tracts; and on October 5, 1950, the College Board of Trustees purchased the DVC site for $172,500. Construction began in September 1951.

From the very outset, DVC has been very fortunate to find able leaders with deep commitment to the needs of students and a well-defined vision of the future, a tradition that continues today. Each of the five college presidents has left a strong and lasting imprint on the institution: Leland Medskar, Karl Drexel, William P. Niland, Phyllis Peterson, and Mark Edelstein.

The 1960s and 1970s were a period of rapid expansion as the student body soared and the outlines of the current-day physical plant were developed. These trends continued until 1978, when Proposition 13 forced the college to initiate a number of cost-cutting measures. Among the most far-reaching consequences of this austerity program was an increasing reliance on part timers among both the faculty and the classified staff.

The first significant expansion of DVC after the post-Proposition 13 crisis

occurred in the mid-1980s, during the Presidency of Dr. Peterson. In 1985, a satellite campus, the Center for Higher Education (known today as the San Ramon Valley Center), was established in San Ramon to serve the needs of the growing student population in South County. That same year also witnessed the creation of an overseas center in London, the genesis of an education abroad program that would eventually include academic centers in Florence, Paris, and Guadalajara.

8. District and College History (Cont.)

The 1980s saw the beginnings of high technology at DVC, one of the dominant campus trends in the following decade. As the twenty-first century opened, virtually every full-time tenured faculty member had access to a personal computer.

Multiculturalism is another thread that looms large in DVC' s future. Prior to the mid-1960s, people of color were conspicuous by their absence on campus. Since that time, however, both the student body and the staff have become much more diverse in ethnic and racial background, reflecting the massive demographic shift in the college service area.

Today, DVC, located off Interstate 680 in Pleasant Hill, is situated on one hundred acres of gently rolling hills in view of Mt. Diablo, a northern California landmark. The college employs approximately one thousand men and women, of whom almost three hundred are full-time faculty. The institution serves more than 23,000 students of all ages each year and is the college of choice for many students from the private and public high schools in the nearby Martinez, Mt. Diablo, San Ramon, and Acalanes school Districts. In fact, its student body represents communities throughout the Bay Area. Also, within the past few years, the campus has witnessed a significant increase in the number of foreign students, who have been attracted by the school' s reputation. Each year, DVC has had one of the highest rates of transfer to the University of California and the California State University, among similar institutions.

9. Governance

Table 1.9.1. Terms of Service for College and District Leadership

Presidents of Diablo Valley College

Name	Term
Leland L. Medskar	1950 - 1956
Karl O. Drexel	1956 - 1965
William P. Niland	1965 - 1984
Phyllis W. Peterson	1984 - 1996
Mark G. Edelstein	1996 - Present
District Chancellors	
Name	**Term**
Drummond J. McCunn (Superintendent)	1949 - 1962
George Gordon (Superintendent)	1962 - 1965
Karl O. Drexel (Superintendent)	1965 - 1974
Harry R. Buttimer (Chancellor)	1974 - 1984
John I. Carhart (Chancellor)	1984 - 1991
Robert D. Jensen (Chancellor)	1991 - 1995
Charles C. Spence (Chancellor)	1995 - Present
District Governing Board	
Name	**Elected Term**
David Girard	Dec. 2000 - Dec. 2004
Jess Reyes	Dec. 2000 - Dec. 2004
Sheila A. Grilli	Dec. 1998 - Dec. 2002
David N. MacDiarmid	Dec. 1998 - Dec. 2002
John T. Nejedly	Dec. 1998 - Dec. 2002

Source: Contra Costa Community College District

General Information

10. Administration

Table 1.10.1. Contra Costa Community College District Administration	
Name	**Title**
Charles C. Spence	Chancellor
Phyllis Gilliland	Vice Chancellor, Planning and Resource
	Development
Gregory A. Marvel	Vice Chancellor, Human Resources and
	Organizational Development
Thomas Beckett	Vice Chancellor, Facilities and Operations
Mojdeh Mehdizadeh	Interim Vice Chancellor, Technology Systems,
	Planning and Support

Table 1.10.2. Diablo Valley College Administration	
Name	**Title**
Mark Edelstein	**President**
Francisco Arce	Dean of Instruction
Diane Scott-Summers	Dean of Student Services
Terry Shoaff	Dean of Economic Development
Benjamin Seaberry	Dean of Information Technology and Services
Randy McNally	Director of San Ramon Valley Center
Christopher Leivas	Director of Business Services
Grant Cooke	Director of Marketing and Media Design
Mohamed Eisa	Assistant Dean of Planning, Research, and Student Outcomes
Carol Maga	Assistant Dean of Instruction
Daniel Martin	Assistant Dean of Student Services
Pamela Hawkins	Assistant Dean of Economic Development
Kathleen Costa for Terry Armstrong (on leave)	Academic/Student Services Program Manager, DSPS, ISAS
Aleks Ilich	District Director of International Education
Richard Couser	Police Services Chief
Ozzie Dogan	Central Services Manager
Mary Dolven	Director of Library Services
(Open)	Director of Admissions and Records
Alan Fitzgerald	Business Services Manager, SRVC
Guy Grace	Buildings and Grounds Manager
George Delfabro	Food Services Manager
Delores McCrary	Academic/Student Services Program Manager
Victor Morris	Executive Director, DVC Foundation
William McDonald	College Bookstore Manager
Paul Nilsen	Academic/Student Services Program Manager
Brenda Jerez	Financial Aid and Cashiering Manager
Paul Lee	Police Services Lieutenant
Cam Perrotta	Custodial Manager

Source: Contra Costa Community College District

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General Information

11. Faculty and Staff Leadership

Table 1.11.1. Faculty and Classified Staff Senates

Faculty Senate Officers	
Name	**Title**
Gay Ostarello	President
Linda Barneson	Vice-President
Carolyn Seefer	Corresponding Secretary
Faculty Senate Representatives	
Name	**Department**
Elaine Dunlap	Applied/Fine Arts
Rick Gelinas	Biology/Health Science
Peter Churchill	Business
Dorothy Torre	SRVC
Kate Wothe	Counseling, Library
Marcia Goodman	English
Lorrita Ford	Library
Suzanne Miller	Math/Computer Science
Theresa Flores-Lowry	Physical Education
George Turner	Physical Science/Engineering
Scott MacDougall	Social Science
Mark Steidel	At-Large
Deborah Dahl-Shanks	Part-time
Laurie Lema	Flex Coordinator
Classified Senate Officers	
Name	**Title**
Leo Lieber	President
Simi Zabetian	Vice-President
Jeanine Vandaveer	Corresponding Secretary
Classified Senate Cluster Representatives	
Name	
Mary Jane Long	
Rhonelle Mims-Alford	
Marie Claire-Starr	
Mary Mathie	
Cathleen Ingersol	
Robert Trujillo	
Cecilia Graeber	

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Office of Planning & Research

13. Accreditation

Accreditation as a system of voluntary, non-governmental self-regulation is unique to the American educational institutions. It is a system by which an institution evaluates itself in accordance with standards of good practice. It is a process by which educational institutions provides students and the public with assurance of institutional integrity, quality, and effectiveness. Accreditation is a continuous journey designed to encourage planning of institutional improvement in quality and effectiveness. The heart of the accreditation process is the completion of a rigorous self-study during which an institution evaluates itself in terms of its stated purpose. A comprehensive self-study is required every six years following initial accreditation. The self-study is followed by an on-site evaluation of programs and services of the total institution. In summary, the primary purpose accreditation is to strengthen institutions through self-study, peer evaluation, and appropriate follow-up.

There are two types of accreditation: accreditation of the total institution through regional associations and accreditation of individual programs through national professional organizations.

Regional Accreditation

Diablo Valley College (DVC) is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). DVC's accreditation has been continuously reaffirmed since 1952. The last reaffirmation took place in 1996.The College is currently engaged in preparing a self-study for reaffirmation of accreditation in 2002.

The Western Association is one of six regional associations, which accredit public and private schools, colleges, and universities in the United States. Regional accreditation began at the end of the 19th century and arose from a desire on the part of educational institutions to establish standards of quality.

The Western Association is the newest of the six regional accrediting associations. It was formed in 1962 by the consolidation of several accrediting agencies. The Western Association serves institutions of California, Hawaii, the Pacific, and East Asia. The accrediting activities of WASC are conducted by three commissions:

- Accrediting Commission for schools (elementary, secondary and adult schools),
- Accrediting Commission for Community and Junior Colleges (associate

degree granting institutions)
• Accrediting Commission for Senior Colleges and Universities (baccalaureate and graduate degree granting institutions)

Other regional accreditation associations include:

13. Accreditation (Cont.)

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Associations of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools

Program Accreditation

There are numerous national professional accrediting agencies that accredit specialized programs within higher education institutions. At Diablo Valley College, there are two programs that are currently accredited by such organizations. These programs are:

- Dental assisting program
- Dental hygiene program

Both of these programs are accredited by the Commission on Dental Accreditation of the American Dental Association and by the United States Department of Education. Furthermore, the dental hygiene program is approved by the California State Board of Dental Examiners.

The Respiratory therapy program is approved by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). This is a joint program with Ohlone College where students take their general education courses at DVC, laboratory and clinical courses at Ohlone College, and have supervised clinical practice at local hospitals.

14. Library

The library is an integral part of the instructional program at DVC. It provides materials and services that support student learning. In addition, the library offers orientation programs and credit courses to enhance students' library and research skills. The library collection has been and continues to be developed to support the curriculum offered at DVC.

The current library facilities opened in 1970 with 37,366 square feet of space, 610 seats, and a stack capacity of 95,500 volumes. Building expansion and remodeling are currently underway. The expansion will add 12,143 square feet of space, or approximately one third of the available space before construction. A videoconferencing area for faculty and staff will be located on the first floor of the library.

In fiscal year 1999-2000, the library and media services had total expenditures of approximately $1,800,000. Both areas are used by approximately one half million persons annually. There are approximately 33 full-time equivalent (FTE) persons employed in the library and media services. The library collection includes approximately 88,000 books and other printed material, and 421 periodical and newspaper subscriptions.

Electronic databases are available in the Library and can be accessed from remote locations. The three colleges in the Contra Costa Community College District share an Innovative Interfaces library automation system, which includes patron authentication for remote access to electronic databases to which the libraries subscribe. This enables students, faculty and staff from all three colleges to access electronic databases from offices or homes. Currently, the electronic databases include:

- Dialog @ Carl (full-text access to the Contra Costa newspapers, San Jose Mercury News and the San Francisco Chronicle)
- Ethnic News Watch
- H.W. Wilson OmniFle (full-text of nearly 900 periodicals)
- InfoTrac Databases (includes Expanded Academic, Health Reference Center and Business and Company)
- Bell & Howell National Newspapers: New York Times, Washington Post, Los Angeles Times, Christian Science Monitor, Wall Street Journal.
- SIRS Researcher
- Books in Print
- Contemporary Authors
- Contemporary Literary Criticism
- Twayne Authors Series (includes U.S. Authors, World Authors and English Authors)
- Grove's Dictionary of Art

14. Library Holdings and Services (Cont.)

Table 1.14.1 presents information on library expenditures for the past three years, 1998 to 2000. These expenditures include College, District, Special Funding (State Instructional Equipment and Library Materials), and State TTIP Funding. They may be grouped into three broad categories, including: salaries and wages for personnel, material acquisition, and expenditure on equipment and other operating expenses. In the fiscal year ending June 30, 2000, salaries and wages constituted the largest share of expenditures (86 percent), followed by expenditure on library acquisitions (8 percent), and equipment and other operating expenses (6 percent). The most notable change in expenditure has been the sharp increase in expenditures for media services, equipment, and electronic databases. This increase reflects the college's commitment to invest in state-of-the-art hardware and software to meet the changing needs of the learners.

Table 1.14.1. DVC Library Expenditures, 1998 to 2000.

	Difference 1998-2000

Category	1998	1999	2000	No.	%
Salaries and Benefits					
Library Service Employees	$723,062	$801,484	$932,493	$209,431	29.0%
Media Services Employees	$365,498	$370,651	$378,064	$12,566	3.4%
Fringe Benefits	$239,535	$223,370	$228,854	-$10,681	-4.5%
Subtotal	**$1,328,095**	**$1,395,505**	**$1,539,411**	**$211,316**	**15.9%**
Collection					
Print Materials					
Books/Serials	$58,824	$74,032	$97,130	$38,306	65.1%
Periodicals	$23,514	$19,435	$24,737	$1,223	5.2%
Microforms	$15,145	$13,571	$11,559	-$3,586	-23.7%
Audio/Visual	$19,710	$12,184	$17,283	-$2,427	-12.3%
Machine Readable Materials	$85	$4,858	$449	$364	428.2%
(Computer Software/CD-ROM)					
Subtotal	**$117,278**	**$124,080**	**$151,158**	**$33,880**	**28.9%**
Equipment					
Library	$9,844	$15,381	$19,816	$9,972	101.3%
Media Services	$12,886	$5,618	$69,834	$56,948	441.9%
Subtotal	**$22,730**	**$20,999**	**$89,650**	**$66,920**	**294.4%**
Other Operating Expenditures			$14,273	$14,273	
Total Operating Expenditures	**$1,468,103**	**$1,540,584**	**$1,794,492**	**$326,389**	**22.2%**
Selected Special Expenditures					
Bibliographic Utilities (Contracted Computer Services)		$2,764	$3,397	$3,397	
On-Line Database Services	$21,055	$23,562	$64,078	$43,023	204.3%
Automated Library Systems		$15,880	$15,203	$15,203	
Capital Outlay		$12,568		$0	
Total Special Expenditures	**$21,055**	**$54,774**	**$82,678**	**$61,623**	**292.7%**

Source: Annual survey, California Community Colleges, Library and Learning Resources Programs, Fiscal Years Ending June 30, 1998, 1999 and 2000.

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General Information

Table 1.14.2 presents information on library personnel for a period of three years, 1998 to 2000. The table shows a combined total for the library and media services of approximately 33 full-time equivalent (FTE) persons. In fiscal year 1999-2000, library personnel fell into three categories, namely: librarians (7), support staff (15.5), and student assistants (9.8). During the period of the analysis, the number of librarians remained the same, while there was a decline in the number of support staff and no change in the number of student assistants. The size of the library staff remains modest compared to the number of FTE students (approximately 17,000) enrolled at DVC.

Table 1.14.2. Library Personnel, 1998 to 2000

Difference					
Category	**1998**	**1999**	**2000**	**No.**	**%**
Librarians	7	7	7	0.0	0.0%
Support Staff (FTE)					
Library	6.7	6.5	6.5	-0.2	-3.0%
Media Services	10.2	10.2	9.0	-1.2	-11.8%
Subtotal	**16.9**	**16.7**	**15.5**	**-1.4**	**-8.3%**
Student Assistants (FTE)					
Library	5.3	5.4	5.5	0.2	3.8%
Media Services	4.2	4.4	4.3	0.1	2.4%
Subtotal	**9.5**	**9.8**	**9.8**	**0.3**	**3.2%**
Total FTE Positions	**33.4**	**33.5**	**32.3**	**-1.1**	**-3.3%**

Source: Annual survey, California Community Colleges, Library and Learning Resources Programs, Fiscal Years Ending June 30, 1998, 1999 and 2000.

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General Information

Table 1.14.3 presents information on library holdings during the fiscal years ending June 30, 1998, 1999 and 2000. Library holdings may be classified into three broad categories: books and periodicals including current subscriptions, audiovisual resources, and equipment. The most notable change between 1998 and 2000 was the decline in the number of books and printed materials. This was due largely to the withdrawal of outdated and superseded materials. While the library enhanced the collection by adding more than 5,000 volumes

between 1998 and 2000; more than 7,000 volumes were discarded during the same period. Despite these improvements, the library collection is considered modest given the current enrollment of approximately 17,000 FTE students.

Table 1.14.3. Library Holdings, 1998 to 2000

Category	1998	1999	2000	Difference No.	Difference %
Books and Periodicals:					
Books and serials--titles	86,516	80,000	79,000	-7,516	-8.7%
Books and serials--volumes	90,954	90,470	88,498	-2,456	-2.7%
Current periodical subscriptions (includes microform subscription and standing orders)	329	338	337	8	2.4%
Microforms--volumes	12,475	6,755	20,648	8,173	65.5%
Audio/Visual Resources:					
Audio recordings--items	7,597	5,458	4,899	-2,698	-35.5%
Film and video--items	5,083	5,101	5,377	294	5.8%
Other audio/visual software-items	1,312	261	267	-1,045	-79.6%
Equipment:					
Audio equipment--pieces	426	447	459	33	7.7%
Film and video equipment--pieces	513	561	625	112	21.8%
Microcomputer software equipment--pieces	70	22	69	-1	-1.4%
Other equipment for audio/visual software pieces	321	331	335	14	4.4%

Source: Annual survey, California Community Colleges, Library and Learning Resources Programs, Fiscal Years Ending June 30, 1998, 1999 and 2000.

General Information

Table 1.14.4 presents a mix of statistics that include library services, weekly hours of operation, and the number of patrons using the facilities for a three-year period (1998-2000).

Library services may be measured in four ways: assistance, circulation, interlibrary loans, and lecture/orientation programs. The most notable change during this three-year period has been the decline across the board in almost all measures or indications of services. This decline may be due to the expanded use of the World Wide Web and to the inconvenience of using the facilities because of the on-site construction.

Table 1.14.4. Library Services, 1998 to 2000

				Difference	
Category	**1998**	**1999**	**2000**	**No.**	**%**
Reference Assistance (Annual)					
Reference Questions	45,504	43,200	31,368	-14,136	-31.1%
Directional Questions	90,000	86,400	62,736	-27,264	-30.3%
On-line Database searches	40,000	25,000	40,000	0	0.0%
Circulation					
Books, Reserves and other	46,168	38,247	31,786	-14,382	-31.2%
In-house use	85,000	88,000	88,000	3,000	3.5%
Audio/visual software	55,327	54,724	52,414	-2,913	-5.3%
Equipment	51,527	51,932	31,761	-19,766	-38.4%
Inter-Library Lending and Borrowing					
Borrowing filled over requested	154/163	153/153	93/102		
Lending filled over requested	110/116	116/260	5/6		
Lectures/Orientations Programs					
No. of orientation tours/lectures	217	238	224	7	3.2%
No. of persons participating in lectures/orient.	5,555	6,668	5,212	-343	-6.2%
No. of credit course sections	18	10	13	-5	-27.8%
No. of students completing courses	404	257	188	-216	-53.5%
Weekly hours of operation-academic year	72	72	72	0	0.0%
Academic year--Library	72	72	72	0	0.0%
--Media Services	67	67	67	0	0.0%
Summer --Library	48	48	48	0	0.0%
--Media Services	58	58	58	0	0.0%
Number of persons using facility	48	48	48	0	0.0%
Library	378,832	387,860	374,869	-3,963	-1.0%
Media Services	151,478	152,992	90,105	-61,373	-40.5%
Total	**530,310**	**540,852**	**464,974**	**-65,336**	**-12.3%**

Source: Annual survey, California Community Colleges, Library and Learning Resources Programs, Fiscal Years Ending June 30, 1998, 1999 and 2000.

Table 1.14.5 presents comparative benchmark data relative to library expenditure per FTE student for 1997-1998 (the last year comparative data is available). In this table, Diablo Valley College is compared to other community colleges in California at three different levels: peer institutions, the two community colleges in the district, and all community colleges in the state. Furthermore, two types of ratios are computed: the total library expenditure per FTE student and the expenditure on acquisition of library material per FTE student. Considering the two ratios, DVC library ranks 90 and 86 out of 106, in total expenditures and expenditure on Library material per FTE student, respectively. The average total expenditure

per FTE student in California community colleges was $96, while the average expenditure on acquisition of library material was $15. DVC's comparable figures were $67 and $8, respectively. In summary, DVC needs to enhance its investment in the library.

Table 1.14.5. Library Expenditures per FTE, 1997-1998

College	Total Expended	Student FTE	Total Expanded Per FTE	State Rank (out of 106)	Material Expended Per FTE	State Rank (out of 106)
American River	$ 1,590,738	13,882	$ 115	33	$9	83
Diablo Valley	$ 973,967	14,517	67	90	8	86
De Anza	$ 1,412,669	17,151	82	64	12	60
Fresno	$ 732,923	13,651	54	103	5	103
Orange Coast	$ 959,290	16,631	58	101	6	97
San Diego Mesa	$ 893,019	13,080	68	88	9	81
Contra Costa	$ 678,666	5,708	119	28	5	104
Los Medanos	$ 451,038	6,321	71	84	8	87
Highest Expended per FTE			255	1	98	1
Lowest Expended per FTE			45	106	5	106
State of California	$ 79,959,968	831,890	96	48	15	48

Source: Annual survey, California Community Colleges, Library and Learning Resources Programs, Fiscal Years Ending June 30, 1998, 1999 and 2000.

Table 1.14.6 compares the size of the library staff and the library collection with the minimum standard recommended by the American Library Association (Title 5, California Code of Regulation). The table also indicates how far DVC has to travel to reach the recommended standard. Although it appears that there is a need for a major investment in the library, it is important to note that successful libraries of the future may not depend on the size of the physical collection but more on their ability to provide access to information sources. In summary, there is a need for a balanced perspective that takes into consideration the short-as well as the long-term needs of students.

Table 1.14.6. Comparison of DVC Holdings with the ALA/ACRL-AECT Minimum

Category	FTE 1999/2000	Faculty Librarian	Staff Support	Periodicals (No. of Sub.)	Volumes (No. on Shelf)
DVC	16,470	7	7	421	88,498
Minimum Standard (based on 17,000 FTE)	17,000	10	19	1,200	155,000
Difference		3	14	779	66,502

Source: Barclay's California Code of Regulations, Title 5, §58730: Standards for Community, Junior and Technical College Learning Resources Programs, September 1990.

15. Athletics

The intercollegiate athletics program at Diablo Valley College is an integral component of the education program. The athletics department is subject to the same goals, objectives, and policies as all other units at the college.

Diablo Valley College is a member of the California Commission on Athletics, and the intercollegiate athletics teams compete in the following three conferences:

· Northern California Football Alliance for men's football
· Central Valley Conference for men's and women's Polo
· Bay Valley Conference for all other sports

The college has a long and rich history of participation in intercollegiate athletics. DVC provides intercollegiate athletics opportunities for both men and women through 17 sports: 9 for women and 8 for men. Women's sports include basketball, cross-country, soccer, softball, swimming, tennis, track and field, volleyball, and water polo. Men's sports include baseball, basketball, cross country, football, swimming, tennis, track and field, and water polo.

Each year, DVC transfers more than 20 percent of the students who participate in intercollegiate athletics to four-year institutions. A few students have signed up with professional sports teams (two in 1998-99, and one in 1999-2000). Several athletes make the All-Academic, All-Conference teams. Others make the National Dean's List or are recognized as All-American Scholar Athletes.

The source for each of the following tables is Intercollegiate Athletics at DVC.

Table 1.15.1 compares the level of participation in intercollegiate athletics by sports and gender for the past two years. In 1998-1999, a total of 333 student athletes participated in 17 sports, compared to 343 participants in 1999-2000, who participated in 18 sports (women's basketball was added in 1999-2000). Of the total participants in 1998-1999, 67 percent were men and 33 percent were women, compared to 61 percent and 39 percent respectively for 1999-2000. This change was intended to narrow the gap in the participation level between men and women athletes. Despite this change in favor of women, a 16 percent gap still exists between the percent of women participating in sports (39 percent) and their proportionate representation in the general student population at DVC (55 percent).

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General Information

Table 1.15.1 Participation in Sports by Gender

Number of Participants				
	1998-1999		1999-2000	
Sports	Men	Women	Men	Women
1. Baseball	24	0	22	0
2. Basketball	14	N.A.	13	14
3. Cross-Country	7	8	13	10
4. Football	66	0	61	0
5. Soccer	0	20	0	18
6. Softball	0	14	0	15
7. Swimming	21	23	22	26
8. Tennis	14	6	10	7
9. Track & Field	38	10	29	9
10. Volleyball	0	11	0	12
11. Waterpolo	17	17	15	24
Total	201	109	185	135
Percent of Participation	65%	35%	58%	42%
Percent of Men/Women in General Student Population at DVC	45%	55%	45%	55%
Difference	20%	-20%	13%	-13%

Table 1.15.2 presents a comparison between the gender of the sports and the gender of the head coaches. In 1999-2000, 13 head coaches directed 18 sports. Eight of the head coaches (62 percent) were men and five (38 percent) were women. A gap of 12 percent exists between the gender of the coaches and that of the sports. However, this gap may be justified on the grounds that the gender of participants (61 percent men and 39 percent women) resembled that of the head coaches.

Table 1.15.2. Head Coaches and Sports by Gender, 1999-2000.

Gender	Gender

Head Coach	Men	Women	Sports	Men	Women
Steve Ward	X		Baseball - Men	X	
Steve Coccimiglo	X		Basketball - Men	X	
Scott Davis	X		Basketball - Women		X
Suzanne Cordes		X	Cross-Country - Men/Women	X	X
			Track & Field - Men/Women	X	X
Ralph DePew	X		Football - Men	X	
Beth Hunter		X	Soccer - Women		X
Theresa Flores-Lowry		X	Softball - Women		X
Rick Millington	X		Swimming - Men/Women	X	X
			Waterpolo - Women		X
Marv M. Kean	X		Tennis - Men	X	
Kim Lackey		X	Tennis - Women		X
Jackie Ponciano-Rabb		X	Volleyball - Women		X
Len Chaplin	X		Waterpolo - Men	X	
Brett McNamer	X		Wrestling - Men	X	
Total	**8**	**5**	**Total**	**9**	**9**
Percentage	**62%**	**38%**	**Percentage**	**50%**	**50%**

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General Information

Table 1.15.3 presents data relative to DVC student athletes who transferred to four-year institutions in 1998-1999 and in 1999-2000. A comparison is made between the number of transfers and the number of participants in each sport. On the average, approximately 22 to 24 percent of the student athletes transfer to four-year institutions. These institutions include the University of California, California State University and several other colleges and universities in California and in other states.

Table 1.15.3. Student Athletes Transferring to Four-Year Institutions, 1998--2000

1999-2000 **1998-1999**

Sports	Transfer	Participation	Trans/Partic	Transfer	Participation	Trans/Partic
Men's						
Baseball	8	22	36%	10	24	42%
Basketball	5	13	38%	4	14	29%
Football	15	61	25%	15	66	23%
Tennis	4	10	40%	3	14	21%
Wrestling	0	23	0%	1	23	4%
Women's						
Basketball	0	14	0%			
Soccer	6	18	33%	2	20	10%
Softball	5	15	33%	2	14	14%
Tennis	0	7	0%	0	6	
Volleyball	7	12	58%	0	11	
Men's/Women's						
Cross-Country	3	23	13%	5	15	33%
Track & Field	10	38	26%	10	48	21%
Swim/Water Polo	11	87	13%	17	78	22%
Student Ath. Trainer	2	0		1		
Total	76	343	24%	70	333	22%

Note: In 1998-1999, two students signed with two professional baseball teams--the Astros and the Cubs. In 1999-2000, one student signed with one professional baseball team, the Brewers.

16. Summary and Implications for Planning

Summary

· The projected high growth in population in the Contra Costa County will result from net migration. Consequently, two ethnic groups (Asians/Pacific and Hispanics) will continue their growth at a faster rate than that of other ethnic groups (Whites, Blacks and American Indians).

· The projected change in the ethnic mix of the population will result in an increase in language diversity, meaning that English, as a primary language, will become less common.

· The expanding size of the population will strain current facilities, cause more traffic congestion, and will tax the resources of community colleges.

· Private competition for community college students will increase. Private institutions will continue to market their programs in ways that offer solutions to student needs.

Planning Issues

· DVC should continue its planning processes to deal with future expanded enrollments, upgrading of facilities, and budget enhancement.

· DVC should continue to enhance its ESL program to meet the ever-increasing number of new international students.

· DVC's programs should give clear expectations of learning outcomes including the likelihood of obtaining a job upon graduation.

· Consideration should be given to offering programs in a concentrated format much like those of private competitors.

Enrollment Patterns

Enrollment Trends

Enrollment by Age

Enrollment by Gender

Enrollment by Ethnicity

Ethnicity in County and District

Day/Evening Status

Enrollment Status

Unit Loads

Service Area and High Schools

Section II: Enrollment Patterns

Introduction

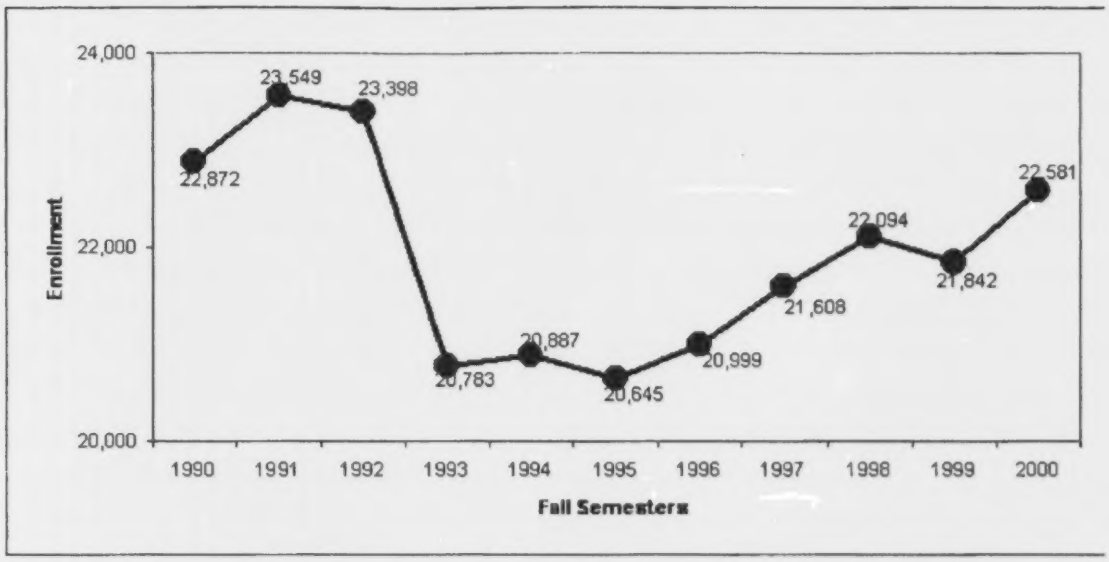
This section includes detailed information about enrollment trends at Diablo Valley College (DVC) for the period of 1990 to 2000. Enrollment data are based on end of term for the fall semesters. Comparison of DVC enrollment demographics with that of the State and the District will be made whenever appropriate. Also found in this section are student characteristics such as day-evening status, academic level, enrollment status, and unit loads. The last part of this section addresses the designation of the College Service area and enrollment from feeder high schools. The tables and figures in parts 1-8, unless otherwise noted, are drawn from the California Community Colleges Chancellor's Office MIS Statistical Library. Those in part 9 are based on information directly from the high schools, unless otherwise noted.

1. Enrollment Trends

Table 2.1.1 Head Count Enrollment, DVC, District and State, 1990-2000

Fall Term	DVC	District	California
1990	22,872	41,027	1,513,010
1991	23,549	41,274	1,469,586
1992	23,398	41,362	1,508,651
1993	20,783	36,718	1,384,400
1994	20,887	37,475	1,357,293
1995	20,645	37,040	1,336,695
1996	20,999	37,918	1,408,780
1997	21,608	39,225	1,445,335
1998	22,094	39,584	1,496,271
1999	21,842	39,331	1,549,921
2000	22,581	40,768	1,587,119

Figure 2.1.1 DVC Enrollment, 1990-2000



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Enrollment Patterns

In 2000, DVC's enrollment headcount was 22,581 students, an increase of 739 students (3.4%) over that of the previous year. An examination of enrollment trends in the past 11 years (1990-2000) indicates a sharp drop of approximately 2,600 students (11.2 %) in 1993, compared to that of the previous year. This drop was due largely to the Bachelor of Arts (BA) fee increase of $50, and counting Counseling 105 classes as part of the summer rather than the fall term. However, with the exception of this anomaly, the College has had a steady and sustained increase in enrollment for most of the past seven years. Since 1993, DVC's enrollment increased by almost 1800 students or 8.6 percent.

Enrollment at the Contra Costa Community College District (CCCCD) shows a pattern similar to that of DVC. In 2000, CCCCD enrollment stood at 40,768 students. DVC accounted for approximately 55 percent of the headcount enrollment for the district. Since 1993, enrollment at the district increased by 4,050 students or approximately 11 percent.

Even though California's statewide community college enrollment also dropped sharply in 1993, the statewide recovery did not begin until 1996. A record enrollment of 1,587,119 students was reached in 2000. This record enrollment represents an increase of 202,719 students (14.6%) over the enrollment of 1993.

In summary, over the past seven years, there has been an upward trend in enrollment in California's community colleges. However, the rate of

increase varies among institutions and regions within the State. While the State's overall enrollment increased during this period by almost 15 percent, the District increased by only 11 percent. On the other hand, DVC's enrollment expanded by approximately 9 percent during the same period. The slower pace of increase in enrollment at DVC may be due to population shifts within Contra Costa County and in the College service area, as will become evident later in this section.

2. Enrollment by Age

Table 2.2.1 DVC Enrollment by Age, Fall 1990 - Fall 2000

Fall Terms	19 or less	20 - 24 Years	25 - 29 Years	30 - 34 Years	35 - 39 Years	40 - 49 Years	50 + Years	Unknown	Total
1990	5,677	6,219	2,919	2,013	1,628	2,543	1,873	-	22,872
	24.8%	27.2%	12.8%	8.8%	7.1%	11.1%	8.2%	0.0%	100.0%
1991	5,621	6,588	2,928	2,074	1,727	2,795	1,816	-	23,549
	23.9%	28.0%	12.4%	8.8%	7.3%	11.9%	7.7%	0.0%	100.0%
1992	5,603	6,710	2,711	1,998	1,721	2,745	1,910	-	23,398
	23.9%	28.7%	11.6%	8.5%	7.4%	11.7%	8.2%	0.0%	100.0%
1993	5,447	6,188	2,412	1,731	1,427	2,293	1,285	-	20,783
	26.2%	29.8%	11.6%	8.3%	6.9%	11.0%	6.2%	0.0%	100.0%
1994	5,521	6,135	2,447	1,792	1,392	2,338	1,262	-	20,887
	26.4%	29.4%	11.7%	8.6%	6.7%	11.2%	6.0%	0.0%	100.0%
1995	5,572	5,676	2,500	1,690	1,399	2,305	1,503	-	20,645
	27.0%	27.5%	12.1%	8.2%	6.8%	11.2%	7.3%	0.0%	100.0%
1996	5,745	5,535	2,507	1,620	1,437	2,420	1,735	-	20,999
	27.4%	26.4%	11.9%	7.7%	6.8%	11.5%	8.3%	0.0%	100.0%
1997	6,069	5,744	2,409	1,586	1,435	2,392	1,973	-	21,608
	28.1%	26.6%	11.1%	7.3%	6.6%	11.1%	9.1%	0.0%	100.0%
1998	6,516	5,802	2,360	1,552	1,402	2,450	2,012	-	22,094
	29.5%	26.3%	10.7%	7.0%	6.3%	11.1%	9.1%	0.0%	100.0%
1999	6,710	5,953	2,163	1,429	1,314	2,323	1,881	69	21,842
	30.7%	27.3%	9.9%	6.5%	6.0%	10.6%	8.6%	0.3%	100.0%
2000	7,075	6,138	2,074	1,560	1,379	2,339	1,956	60	22,581
	31.3%	27.2%	9.2%	6.9%	6.1%	10.4%	8.7%	0.3%	100.0%
% Change 1990-2000	24.6%	-1.3%	-28.9%	-22.5%	-15.3%	-8.0%	4.4%	0.0%	-1.3%

Figure 2.2.1 DVC: Percentage of Change in the Relative Share of Age Groups, 1990-2000

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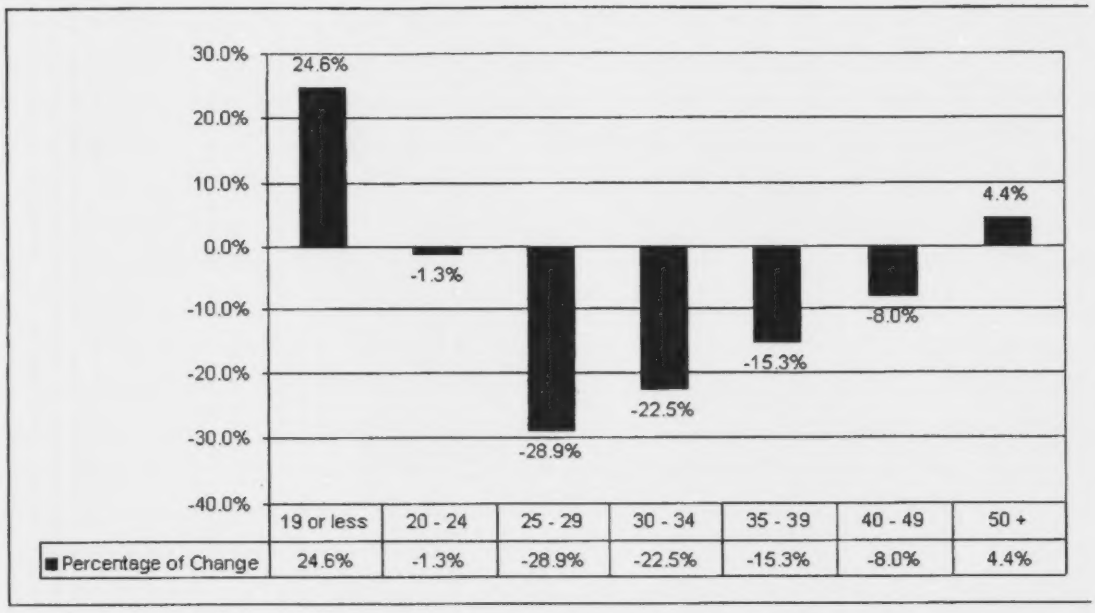

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Enrollment Pattern

Figure 2.2.2 California Community Colleges: Percentage of Change in the Relative Share of Age Groups, 1990-2000.

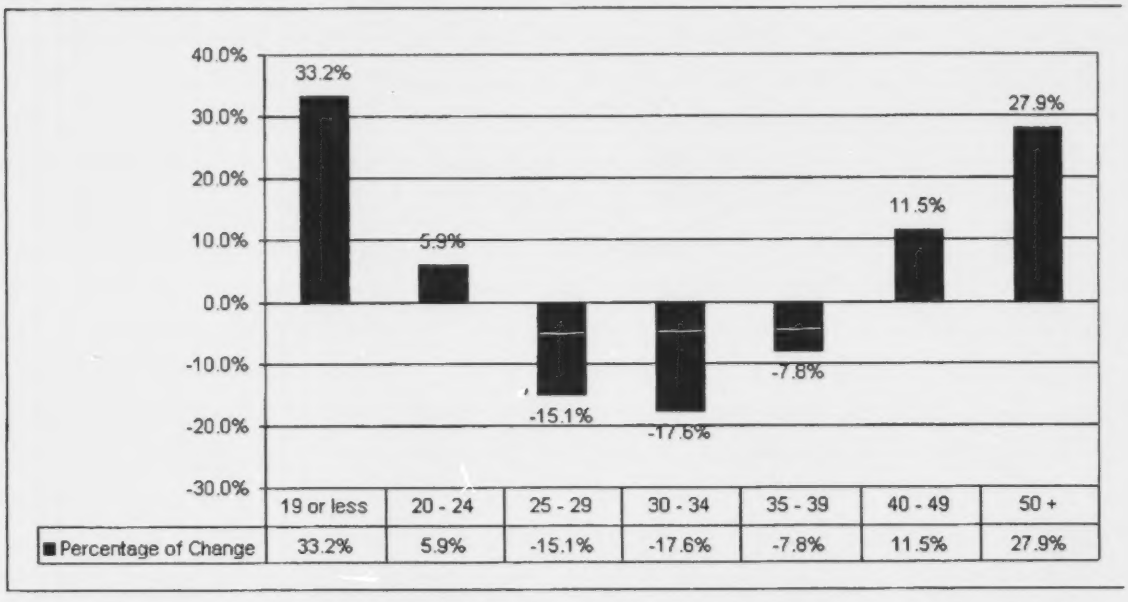


Table 2.2.1, Figure 2.2.1, and Figure 2.2.2 present a grouped age distribution for DVC and for the State's public community colleges over a period of ten years. Students between the ages of under 19 to 24 constitute the dominant age group at DVC (59 percent in 2000) and in the state (44 percent). At DVC and in the state, the age group of 19 or less is showing a

considerable growth at the expense of other age groups. Between 1990 and 2000, the relative share of this group at DVC increased by approximately 26 percent. The age groups with the sharpest decline were those of students between the ages of 25 to 29 and 30 to 34. The relative share of these two groups at DVC dropped from a combined percentage of 21.6 in 1990 to only 16.1 percent in 2000. The drop in the number and relative share of these two groups is probably an indication of a strong economy during the 1990's.

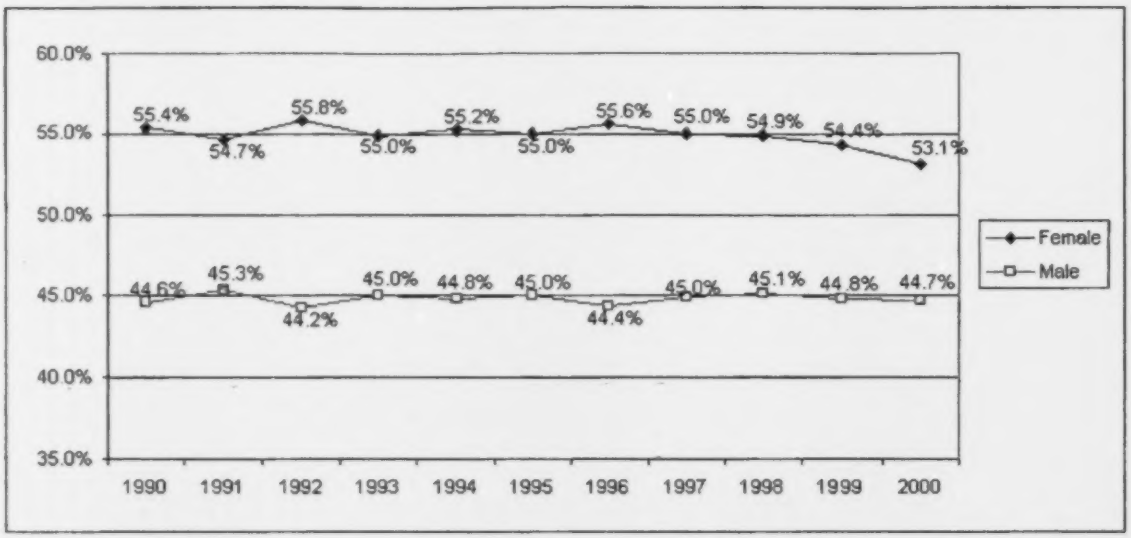
The distribution of age groups for the state's public community colleges shows similar patterns with respect to the dominant age group and relative growth and decline of the age groups referenced above, albeit with different magnitudes. In addition, the age groups of 40 to 49 and 50 plus show a considerable growth between 1990 and 2000. This growth may be attributable to the changing needs of the workforce. The wave of mergers and acquisitions resulted in a significant dislocation of workers who needed to re-tool in order to meet the demands of the digital economy. Community colleges in the state provided the perfect landing for these workers. However, the growth in these two age groups represents a missed opportunity for DVC. The College should develop the necessary training programs to attract students in the older age groups.

3. Enrollment by Gender

Table 2.3.1 DVC Enrollment by Gender, Fall 1990-2000

Fall Terms	Female	Male	Unknown	Total	Ratio Fem to Male
1990	12,665	10,207	0	22,872	1.24
	55.4%	44.6%	0.0%	100.0%	
1991	12,881	10,668	0	23,549	1.21
	54.7%	45.3%	0.0%	100.0%	
1992	13,054	10,344	0	23,398	1.26
	55.8%	44.2%	0.0%	100.0%	
1993	11,427	9,356	0	20,783	1.22
	55.0%	45.0%	0.0%	100.0%	
1994	11,533	9,354	0	20,887	1.23
	55.2%	44.8%	0.0%	100.0%	
1995	11,361	9,284	0	20,645	1.22
	55.0%	45.0%	0.0%	100.0%	
1996	11,676	9,323	0	20,999	1.25
	55.6%	44.4%	0.0%	100.0%	
1997	11,895	9,713	0	21,608	1.22
	55.0%	45.0%	0.0%	100.0%	
1998	12,134	9,960	0	22,094	1.22
	54.9%	45.1%	0.0%	100.0%	
1999	11,887	9,776	179	21,842	1.22
	54.4%	44.8%	0.8%	100.0%	
2000	12,000	10,104	477	22,581	1.19
	53.1%	44.7%	2.1%	100.0%	
% Change 1990-2000	-5.3%	-1.0%	0.0%	-1.3%	

Figure 2.3.1 DVC Enrollment Trends by Gender, 1990-2000



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Enrollment Patterns

During the past ten years, DVC's enrollment by gender fluctuated in a narrow range but remained at approximately 55 percent for females and 45 percent for males. The ratio of females to males has declined steadily since 1996. Between 1996 and 2000, the number of male students increased by 781 students compared to an increase of 324 for female students. The relative decrease in the number of female students may be due to the increasing number of women in the labor force. Because the average real wage for women has increased, women are working more and going to school less. The declining gender pay gap, in addition to the lure of the dot.com industry, may have led men to seek technological education or re-education.

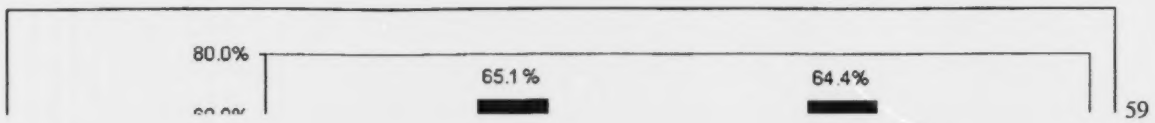
DVC's percentage of female students was the lowest among all three colleges in the district. For the fall term of 2000, the comparable percentages for female students were approximately 56% for Los Medanos and 62% for Contra Costa. For all public community colleges in California, the percentage of females stood at more than 56%.

4. Enrollment by Ethnicity

Table 2.4.1 DVC Enrollment by Ethnicity, Fall 1990-2000

Fall Terms	Am Ind	Asian	Black	Hispanic	Other	White	Unknown	Total
1990	145	2,453	734	1,454	39	17,599	448	22,872
	0.6%	10.7%	3.2%	6.4%	0.2%	76.9%	2.0%	100.0%
1991	162	2,875	838	1,683	132	17,460	399	23,549
	0.7%	12.2%	3.6%	7.1%	0.6%	74.1%	1.7%	100.0%
1992	148	3,184	860	1,789	212	16,817	388	23,398
	0.6%	13.6%	3.7%	7.6%	0.9%	71.9%	1.7%	100.0%
1993	137	3,182	806	1,761	247	14,291	359	20,783
	0.7%	15.3%	3.9%	8.5%	1.2%	68.8%	1.7%	100.0%
1994	181	3,392	912	1,996	288	13,711	407	20,887
	0.9%	16.2%	4.4%	9.6%	1.4%	65.6%	1.9%	100.0%
1995	192	3,464	901	1,909	364	13,435	380	20,645
	0.9%	16.8%	4.4%	9.2%	1.8%	65.1%	1.8%	100.0%
1996	179	3,625	886	2,001	407	13,520	381	20,999
	0.9%	17.3%	4.2%	9.5%	1.9%	64.4%	1.8%	100.0%
1997	182	3,904	967	2,150	465	13,477	463	21,608
	0.8%	18.1%	4.5%	10.0%	2.2%	62.4%	2.1%	100.0%
1998	173	4,151	984	2,284	595	13,334	573	22,094
	0.8%	18.8%	4.5%	10.3%	2.7%	60.4%	2.6%	100.0%
1999	172	4,041	1,023	2,333	661	12,413	1,199	21,842
	0.8%	18.5%	4.7%	10.7%	3.0%	56.8%	5.5%	100.0%
2000	161	4,049	1,062	2,390	729	12,569	1,621	22,581
	0.7%	17.9%	4.7%	10.6%	3.2%	55.7%	7.2%	100.0%
% Change 1990-2000	11.0%	65.1%	44.7%	64.4%	1769.2%	-28.6%	261.8%	-1.3%

Figure 2.4.1 DVC Percent of Change in Share of Ethnicity, Fall 1990-2000



Enrollment Patterns

Table 2.4.2 California Community Colleges Enrollment by Ethnicity, Fall 1990-2000

Fall Terms	Am Ind	Asian	Black	Hispanic	Other	White	Unknown	Total
1990	16,006	177,834	96,370	244,777	19,074	759,406	199,543	1,513,010
	1.1%	11.8%	6.4%	16.2%	1.3%	50.2%	13.2%	100.0%
1991	16,720	209,601	106,254	284,532	20,051	790,849	68,579	1,496,586
	1.1%	14.0%	7.1%	19.0%	1.3%	52.8%	4.6%	100.0%
1992	16,752	222,988	107,355	298,218	20,815	768,882	73,641	1,508,651
	1.1%	14.8%	7.1%	19.8%	1.4%	51.0%	4.9%	100.0%
1993	15,470	217,329	101,863	291,739	20,812	671,873	65,314	1,384,400
	1.1%	15.7%	7.4%	21.1%	1.5%	48.5%	4.7%	100.0%
1994	15,679	221,129	103,737	299,276	20,421	638,776	58,275	1,357,293
	1.2%	16.3%	7.6%	22.0%	1.5%	47.1%	4.3%	100.0%
1995	15,318	219,376	102,693	307,596	20,976	609,189	61,547	1,336,695
	1.1%	16.4%	7.7%	23.0%	1.6%	45.6%	4.6%	100.0%
1996	15,975	225,707	106,380	333,693	23,798	634,619	68,608	1,408,780
	1.1%	16.0%	7.6%	23.7%	1.7%	45.0%	4.9%	100.0%
1997	15,896	229,840	109,469	351,043	27,436	642,749	68,902	1,445,335
	1.1%	15.9%	7.6%	24.3%	1.9%	44.5%	4.8%	100.0%
1998	15,687	235,628	109,157	363,705	27,860	637,666	106,568	1,496,271
	1.0%	15.7%	7.3%	24.3%	1.9%	42.6%	7.1%	100.0%
1999	15,522	242,551	114,026	387,243	28,302	649,415	112,862	1,549,921
	1.0%	15.6%	7.4%	25.0%	1.8%	41.9%	7.3%	100.0%
2000	14,413	233,130	106,325	384,698	28,446	616,366	203,741	1,587,119
	0.9%	14.7%	6.7%	24.2%	1.8%	38.8%	12.8%	100.0%
% Change 1990-2000	-10.0%	31.1%	10.3%	57.2%	49.1%	-18.8%	2.1%	4.9%

Figure 2.4.2. California Community Colleges, Percent of Change in Share of Ethnicity, 1990-2000

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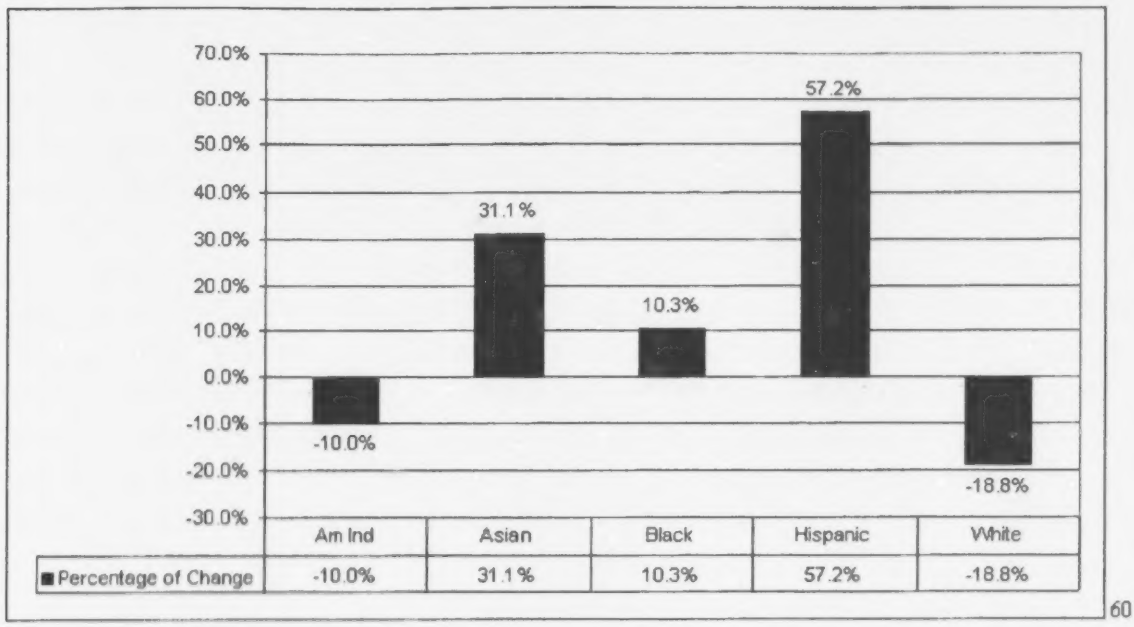

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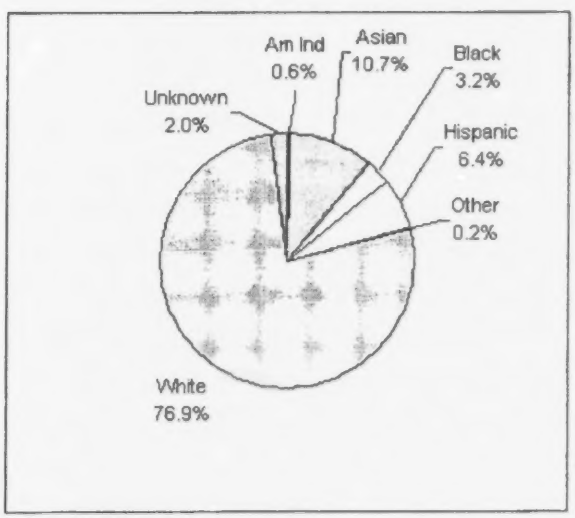
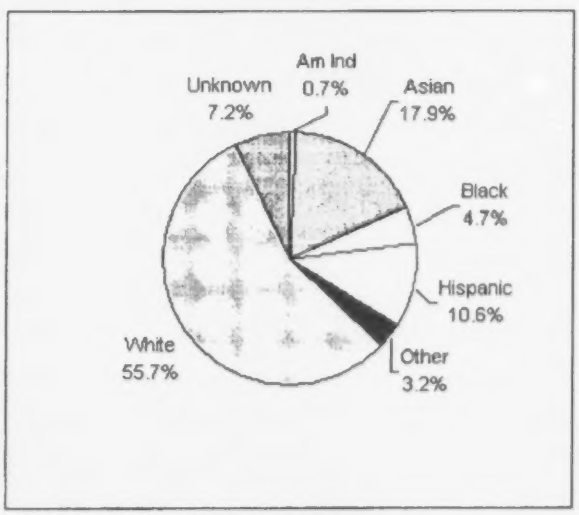
Enrollment Pattern

Figure 2.4.3 California Community Colleges and DVC Enrollment by Ethnicity , 1990 and 2000

DVC, 1990

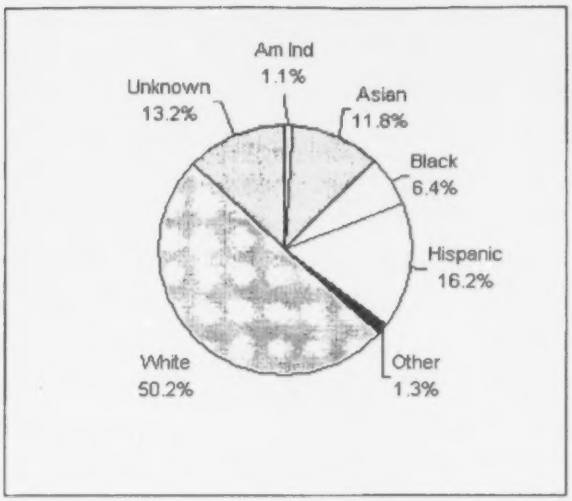


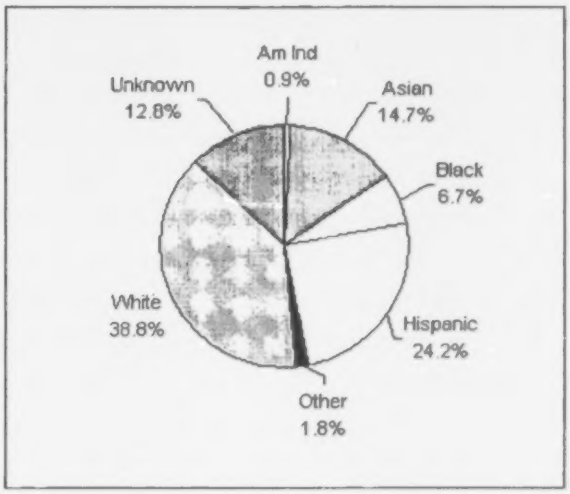
DVC, 2000



All Community Colleges, 1990

All Community Colleges, 2000





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Enrollment Patterns

Table 2.4.1 and Figure 2.4.1 present information regarding the ethnic distribution of students enrolled at DVC during the period of ten years 1990-2000. This period witnessed a dramatic shift in the ethnic composition of students. As a result, DVC is becoming a more ethnically diverse institution. White students represent a declining majority with only 56 percent in 2000, compared to 77 percent in 1990. This 20 percent decline in the enrollment of white students represents in excess of 5,000 students. On the other hand, Asians/Pacific Islanders represent the second largest ethnic group of approximately 18 percent, followed by Hispanics at approximately 11 percent, and African Americans at approximately 5 percent. The Unknown and Other ethic categories are growing larger each year since students were given the choice of not selecting a specific ethnic group. The increased diversity of California's population and the consequent rise of the number of students of mixed race may have further contributed to the growth of the Unknown and Other categories.

With respect to the ethnic distribution of students in public community colleges in the state (See Table 2.4.2 and Figure 2.4.2), the picture is similar to that of DVC, albeit with different magnitudes. In 2000, White

students represented a declining dominant group at only 39 percent. No ethnic group constituted a majority since 1992. The second largest ethnic group in 2000 was the Hispanics at 24 percent, followed by the Asians/Pacific Islanders at 15 percent and African-Americans at 7 percent.

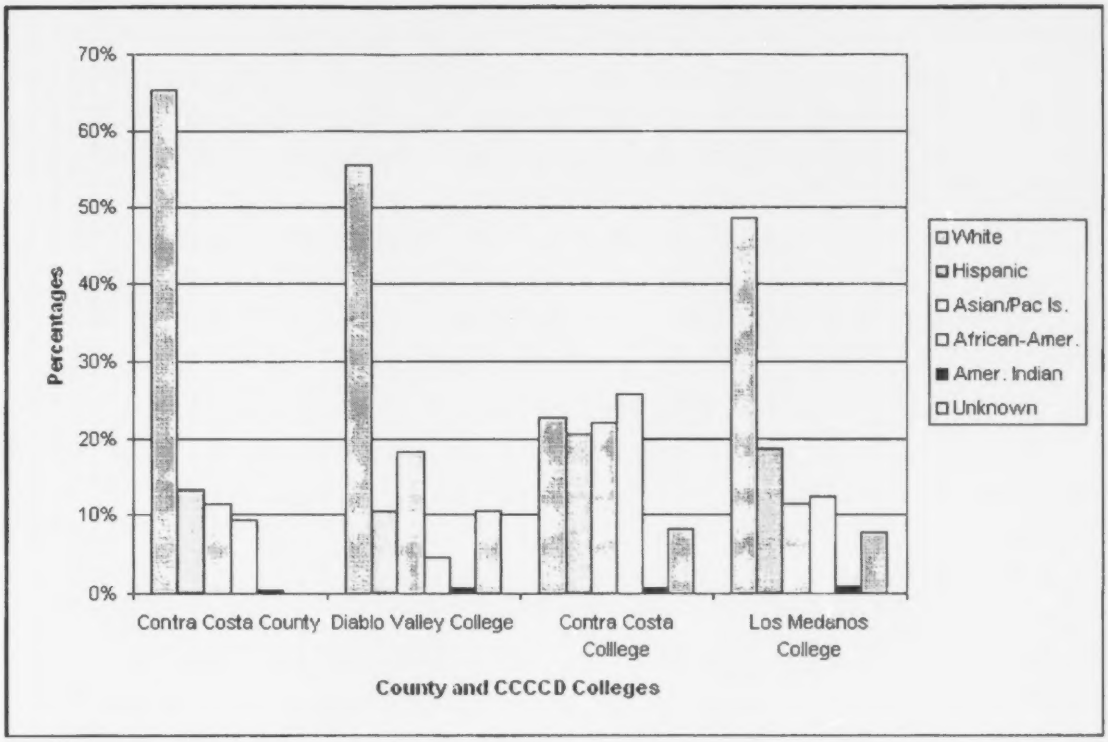
5. Student Ethnicity in the County and District

Table 2.5.1 Comparison of County Ethnic Populations with those of CCCCD, 1998

Ethnic Group	Contra Costa County		Diablo Valley College		Contra Costa College		Los Medanos College	
	No.	%	No.	%	No.	%	No.	%
White	599,575	65.4%	11,691	55.4%	1,501	22.7%	3,809	48.7%
Hispanic	123,136	13.4%	2,222	10.5%	1,367	20.7%	1,468	18.8%
Asian/Pacific	104,165	11.4%	3,835	18.2%	1,454	22.0%	900	11.5%
African-American	85,113	9.3%	971	4.6%	1,702	25.7%	971	12.4%
American Indian	4,910	0.5%	150	0.7%	41	0.6%	71	0.9%
Unknown		0.0%	2,225	10.5%	549	8.3%	608	7.8%
Total	916,899	100.0%	21,094	100.0%	6,614	100.0%	7,827	100.0%

Source: County: Contra Costa County, July 1998, California Department of Finance, Demographic Research Unit
College District: DVC, CCC and LMC Fall 2000 from CCCCD Enrollment Report, October 2000.

Figure 2.5.1 Comparison of County Ethnic Populations with those of CCCCD, 1998



One of the access issues frequently encountered among various institutional effectiveness requirements is how well the ethnic mix of a student body compares to the college's service area. More specifically: *Does the College reflect the population it serves?* It is difficult to establish an exact geographical service area for several reasons. Students sometimes travel relatively long distances and cross one college's service boundary to attend college in another service boundary. Students have also frequently attended more than one college at the same time. Further, enrollment in distance education courses makes the concept of a geographical service area less meaningful. However, one can examine the ethnic composition of Contra Costa County to determine how DVC demography fits that profile. Table 2.5.1 shows the percentage of ethnic groups at Diablo Valley (DVC), Contra Costa (CCC) and Los Medanos (LMC) Community Colleges, and Contra Costa County as a whole in 1998.

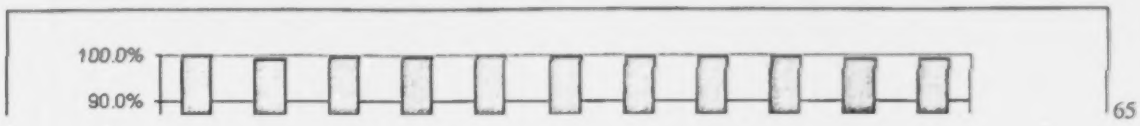
Notice that while the county population is over 65% white, only 55.4% are so within DVC. The largest ethnic group at Contra Costa College is African Americans (25.7%), followed by Whites (22.7%), Asians (22%), and Hispanics (20.7%). At Los Medanos, the majority of students were White (48.7%), followed by Hispanics (18.8%), African Americans (12.4%) and Asians (11.5%). The Other Non-White and Unknown categories were relatively high (between 8 and 10 percent) in all three colleges.

Enrollment Patterns

Table 2.6.1 Enrollment by Day/Evening Status, 1990-2000

Fall Terms	Day	Evening	Unknown	Total
1990	15,152	7,720	-	22,872
	66.2%	33.8%	0.0%	100.0%
1991	15,981	7,342	226	23,549
	67.9%	31.2%	1.0%	100.0%
1992	15,753	7,565	80	23,398
	67.3%	32.3%	0.3%	100.0%
1993	14,357	6,377	49	20,783
	69.1%	30.7%	0.2%	100.0%
1994	14,589	6,258	40	20,887
	69.8%	30.0%	0.2%	100.0%
1995	14,536	6,011	98	20,645
	70.4%	29.1%	0.5%	100.0%
1996	14,650	6,292	57	20,999
	69.8%	30.0%	0.3%	100.0%
1997	14,884	6,614	110	21,608
	68.9%	30.6%	0.5%	100.0%
1998	15,222	6,779	93	22,094
	68.9%	30.7%	0.4%	100.0%
1999	15,022	6,686	134	21,842
	68.8%	30.6%	0.6%	100.0%
2000	15,520	6,865	196	22,581
	68.7%	30.4%	0.9%	100.0%
% Change 1990-2000	2.4%	-11.1%	0.0%	-1.3%

Figure 2.6.1 DVC Enrollment by Day/Evening Status, 1990-2000


100.0%
90.0%
65

Enrollment Patterns

7. Enrollment Status

Table 2.7.1 DVC Enrollment Status, 1990—1998*.

Fall Terms	First-time Student	First-time Transfer	Returning Transfer	Returning Student	Continuing Student	Uncollected Unreported	Not Applicable	Total
1990	4,729	3,203	885	2,221	11,359	-	475	22,872
	20.7%	14.0%	3.9%	9.7%	49.7%	0.0%	2.1%	100.0%
1991	4,848	3,220	929	2,327	11,863	-	362	23,549
	20.6%	13.7%	3.9%	9.9%	50.4%	0.0%	1.5%	100.0%
1992	5,407	3,111	1,029	2,380	11,119	-	352	23,398
	23.1%	13.3%	4.4%	10.2%	47.5%	0.0%	1.5%	100.0%
1993	3,729	2,350	803	2,062	11,083	-	756	20,783
	17.9%	11.3%	3.9%	9.9%	53.3%	0.0%	3.6%	100.0%
1994	3,834	2,391	827	2,083	10,905	-	847	20,887
	18.4%	11.4%	4.0%	10.0%	52.2%	0.0%	4.1%	100.0%
1995	3,990	2,427	771	1,853	10,770	-	834	20,645
	19.3%	11.8%	3.7%	9.0%	52.2%	0.0%	4.0%	100.0%
1996	3,891	2,532	842	1,792	11,143	-	799	20,999
	18.5%	12.1%	4.0%	8.5%	53.1%	0.0%	3.8%	100.0%
1997	4,197	2,691	854	1,724	11,335	-	807	21,608
	19.4%	12.5%	4.0%	8.0%	52.5%	0.0%	3.7%	100.0%
1998	4,265	2,592	911	1,693	11,655	-	978	22,094
	19.3%	11.7%	4.1%	7.7%	52.8%	0.0%	4.4%	100.0%
% Change 1990-2000	-9.8%	-19.1%	2.9%	-23.8%	2.6%	0.0%	105.9%	-3.4%

Figure 2.7.1 DVC Enrollment Status, 1990 and 1998

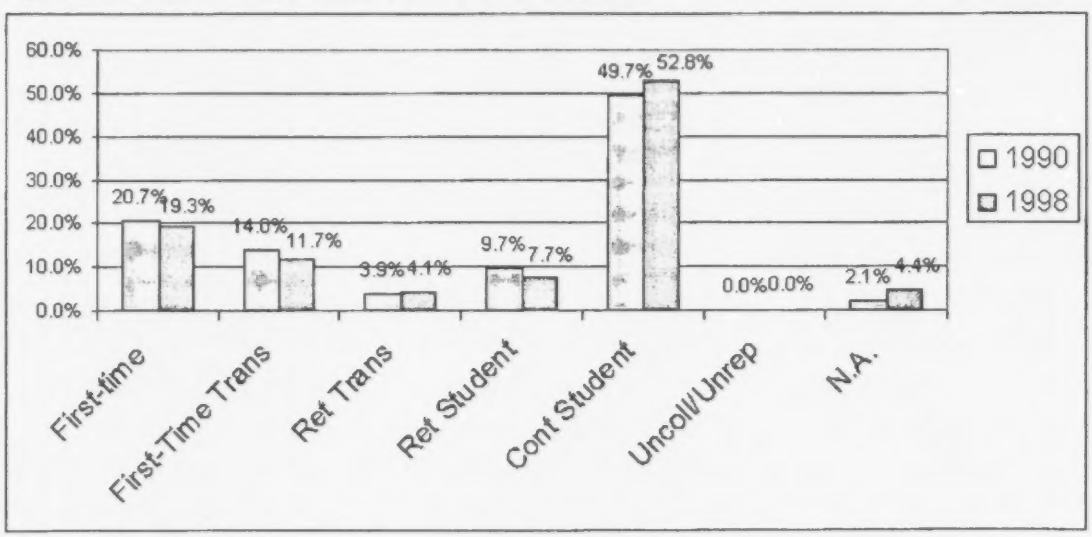


Table 2.7.2 California Community Colleges Enrollment Status, 1990--2000.

Fall Terms	First-time Student	First-time Transfer	Returning Transfer	Returning Student	Continuing Student	Uncollected Unreported	Not Applicable	Total
1990	257,391	157,725	41,774	188,432	640,575	204,096	23,017	1,513,010
	17.0%	10.4%	2.8%	12.5%	42.3%	13.5%	1.5%	100.0%
1991	277,549	162,134	49,161	205,497	711,151	65,476	25,618	1,496,586
	18.5%	10.8%	3.3%	13.7%	47.5%	4.4%	1.7%	100.0%
1992	270,310	157,520	42,571	191,794	757,417	66,040	22,999	1,508,651
	17.9%	10.4%	2.8%	12.7%	50.2%	4.4%	1.5%	100.0%
1993	261,007	128,611	37,470	161,275	714,878	56,477	24,682	1,384,400
	18.9%	9.3%	2.7%	11.6%	51.6%	4.1%	1.8%	100.0%
1994	249,203	131,705	36,052	162,186	708,409	44,060	25,678	1,357,293
	18.4%	9.7%	2.7%	11.9%	52.2%	3.2%	1.9%	100.0%
1995	252,635	132,981	36,085	157,725	681,572	50,548	25,149	1,336,695
	18.9%	9.9%	2.7%	11.8%	51.0%	3.8%	1.9%	100.0%
1996	266,540	147,444	38,027	175,253	699,997	51,272	30,247	1,408,780
	18.9%	10.5%	2.7%	12.4%	49.7%	3.6%	2.1%	100.0%
1997	265,646	153,367	39,426	180,384	718,794	48,958	38,760	1,445,335
	18.4%	10.6%	2.7%	12.5%	49.7%	3.4%	2.7%	100.0%
1998	278,743	157,184	41,207	186,557	708,270	76,882	47,428	1,496,271
	18.6%	10.5%	2.8%	12.5%	47.3%	5.1%	3.2%	100.0%
1999	274,954	157,844	38,515	176,160	774,730	70,350	57,368	1,549,921
	17.7%	10.2%	2.5%	11.4%	50.0%	4.5%	3.7%	100.0%
2000	263,716	147,054	38,228	160,564	741,365	174,564	61,628	1,587,119
	16.6%	9.3%	2.4%	10.1%	46.7%	11.0%	3.9%	100.0%
% Change 1990-2000	2.5%	-6.8%	-8.5%	-14.8%	15.7%	-14.5%	167.7%	4.9%

Figure 2.7.2 California Community Colleges Enrollment Status, 1990 and 2000

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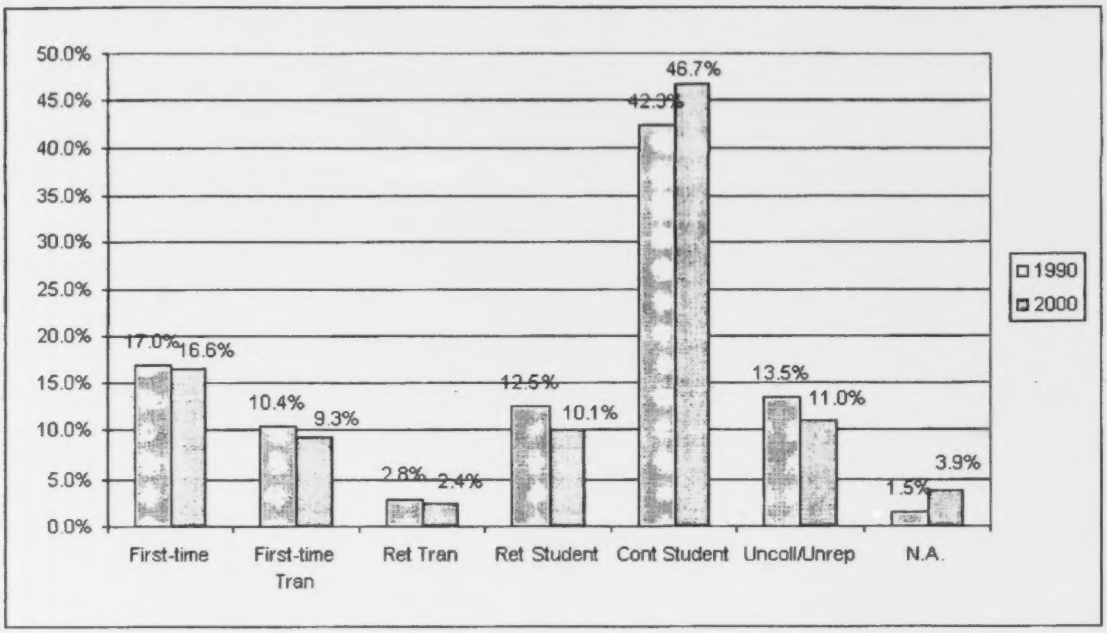

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Enrollment Patterns

In 1998, there were 4,265 first-time students, representing approximately one-fifth of the student population at DVC. In examining the enrollment trends of the period between 1990 and 1998, it is clear that the enrollment of first-time students dropped sharply in 1993 by almost 1,700 students. However, enrollment recovery was steady in the ensuing years. In 1998, the percentage of first-time students at DVC (19.3%) was slightly higher than that (18.6%) of California community colleges (CCC). The steady recovery in this category is an indication of successful recruitment efforts by the college.

DVC's first-time transfer students constituted 2,592 students or 11.7% in 1998. This percentage was higher than the comparable percentage for the California Community Colleges (10.5%). This higher percentage speaks well of DVC's continued attraction to students from other colleges.

In 1998 DVC's returning students (students enrolled at DVC after an absence of one or more fall or spring terms) totalled 2,604, or 11.8%. This percentage is considerably lower than that of the California Community Colleges (15.3%). It should be noted that returning students included two

categories of data: returning transfer and returning students. The relatively lower percentage in this category indicates the need for intensifying efforts to recruit returning students.

Continuing students constituted the majority of students enrolled at DVC (53%) and in the state community colleges (47.3%) in 1998. The percentage of DVC students in this category fluctuated in a narrow range between 52% and 53% since 1993. This is an indication of enrollment stability despite the fluctuation in the number of first-time and returning students.

8. Enrollment by Unit Load

Table 2.8.1 DVC Enrollment by Unit Load, 1990--2000

Fall Terms	Non-Credit	0.1-2.9	3.0-5.9	6.0-8.9	9.0-11.9	12.0-14.9	15+	Total
1990	-	4,159	6,348	3,065	2,458	4,117	2,725	22,872
	0.0%	18.2%	27.8%	13.4%	10.7%	18.0%	11.9%	100.0%
1991	-	4,335	6,287	3,197	2,756	4,257	2,717	23,549
	0.0%	18.4%	26.7%	13.6%	11.7%	18.1%	11.5%	100.0%
1992	-	4,015	6,166	3,398	2,832	4,449	2,538	23,398
	0.0%	17.2%	26.4%	14.5%	12.1%	19.0%	10.8%	100.0%
1993	-	3,056	5,372	3,110	2,633	4,376	2,236	20,783
	0.0%	14.7%	25.8%	15.0%	12.7%	21.1%	10.8%	100.0%
1994	-	3,135	5,182	3,043	2,534	4,441	2,552	20,887
	0.0%	15.0%	24.8%	14.6%	12.1%	21.3%	12.2%	100.0%
1995	-	3,414	5,046	2,916	2,424	4,286	2,559	20,645
	0.0%	16.5%	24.4%	14.1%	11.7%	20.8%	12.4%	100.0%
1996	-	3,521	5,345	3,003	2,593	4,219	2,318	20,999
	0.0%	16.8%	25.5%	14.3%	12.3%	20.1%	11.0%	100.0%
1997	-	3,574	5,299	3,141	2,610	4,440	2,544	21,608
	0.0%	16.5%	24.5%	14.5%	12.1%	20.5%	11.8%	100.0%
1998	-	3,781	5,673	3,016	2,592	4,434	2,598	22,094
	0.0%	17.1%	25.7%	13.7%	11.7%	20.1%	11.8%	100.0%
1999	-	3,140	5,739	3,220	2,881	4,343	2,519	21,842
	0.0%	14.4%	26.3%	14.7%	13.2%	19.9%	11.5%	100.0%
2000	-	3,544	5,988	3,104	2,643	4,538	2,764	22,581
	0.0%	15.7%	26.5%	13.7%	11.7%	20.1%	12.2%	100.0%
% Change 1990-2000	0.0%	-14.8%	-5.7%	1.3%	7.5%	10.2%	1.4%	-1.3%

Figure 2.8.1 DVC Enrollment by Unit Load, 1990 and 2000

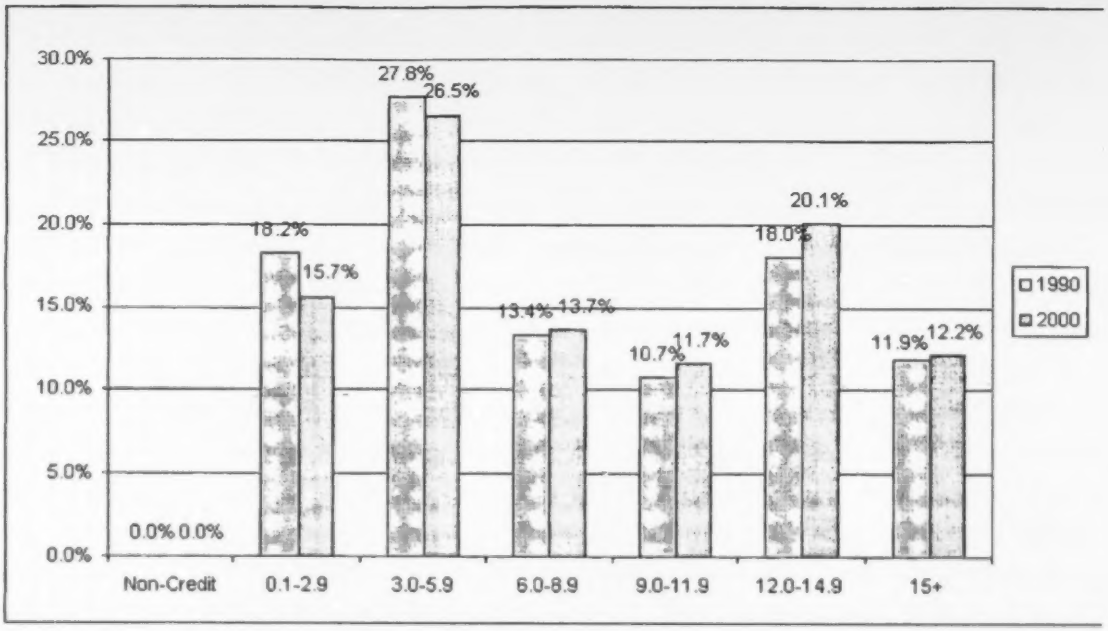

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Table 2.8.2. California Community Colleges Enrollment by Unit Load, 1990-2000

Fall Terms	Non-Credit	0.1-2.9	3.0-5.9	6.0-8.9	9.0-11.9	12.0-14.9	15+	Unknown
1990	171,646	183,266	358,091	196,837	133,208	181,085	157,470	131,407
	11.3%	12.1%	23.7%	13.0%	8.8%	12.0%	10.4%	8.7%
1991	200,941	187,711	396,794	222,651	155,293	211,661	121,535	-
	13.4%	12.5%	26.5%	14.9%	10.4%	14.1%	8.1%	0.0%
1992	194,822	170,097	388,057	227,701	163,463	228,730	127,494	8,287
	12.9%	11.3%	25.7%	15.1%	10.8%	15.2%	8.5%	0.5%
1993	190,677	135,710	337,026	210,381	155,082	232,562	115,127	7,835
	13.8%	9.8%	24.3%	15.2%	11.2%	16.8%	8.3%	0.6%
1994	184,536	134,345	327,055	207,250	156,560	237,083	111,517	1,053
	13.6%	9.9%	24.1%	15.2%	11.5%	17.4%	8.2%	0.1%
1995	186,925	127,735	318,372	206,425	155,196	234,389	107,653	-
	14.0%	9.6%	23.8%	15.4%	11.6%	17.5%	8.1%	0.0%
1996	199,842	149,028	339,935	214,435	158,747	237,715	109,078	-
	14.2%	10.6%	24.1%	15.2%	11.3%	16.9%	7.7%	0.0%
1997	199,841	161,112	351,460	219,339	162,037	244,214	114,099	6,767
	13.7%	11.0%	24.1%	15.0%	11.1%	16.7%	7.8%	0.5%
1998	201,460	183,020	360,422	223,809	165,040	248,366	114,154	-
	13.5%	12.2%	24.1%	15.0%	11.0%	16.6%	7.6%	0.0%
1999	211,552	192,126	369,484	229,768	171,812	252,478	121,139	1,562
	13.6%	12.4%	23.8%	14.8%	11.1%	16.3%	7.8%	0.1%
2000	205,575	197,721	352,126	216,771	161,760	238,528	110,015	104,623
	13.0%	12.5%	22.2%	13.7%	10.2%	15.0%	6.9%	6.6%
% Change 1990-2000	19.8%	7.9%	-1.7%	10.1%	21.4%	31.7%	-30.1%	-20.4%

Figure 2.8.2. California Community Colleges Enrollment by Unit Load, 1990-2000

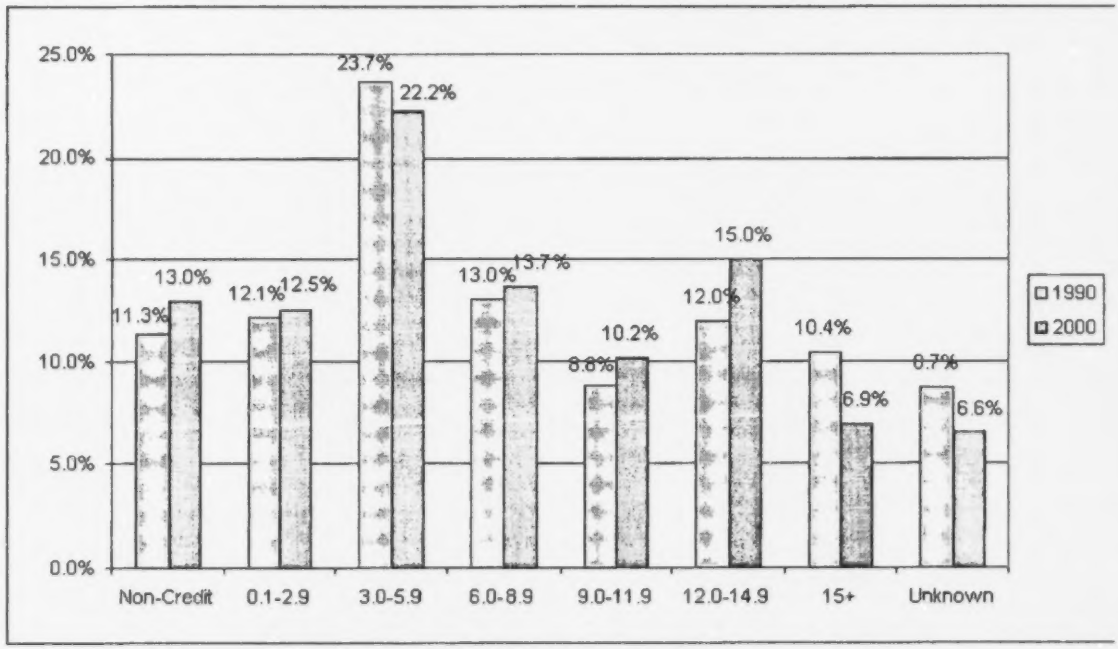

Table 2.8.1 and Figure 2.8.1 present enrollment data based on student unit load. Unit load is classified into five categories with intervals of three units ranging from .1 to 15 units. Two other categories are also included: no credits and +> 15 units.

In 2000, the largest group of students (26.5%) carried 3 to less than 6 units. The second largest group (20%) represented students enrolled in 12 to fewer than 15 units. Full-time students (12 or more units) accounted for only 32.3 percent of the student enrollment, while part-time students accounted for 67.7 percent. Over the course of ten years, there has been a decline in the number and percentage of students enrolled in fewer than three units and a steady rise in the number and percentage of students enrolled in six or more.

The state's enrollment by unit load represents a different pattern from that of DVC. At California Community Colleges, 13 percent are enrolled in non-credit courses, compared to zero % at DVC. Full-time students (12 or more units) represent 22% of the students in state community colleges but more than 32% at DVC. This is a reflection of the nature of DVC as a transfer institution.

Enrollment Patterns

9. Service Area and High Schools

Introduction

The Contra Costa Community College District is one of twenty multi-community college districts in California. The District Office is located in Martinez, and it coordinates the educational and service activities of three community colleges that are geographically located in different parts of the county. They are:

- Contra Costa College (CCC), San Pablo, CA
- Diablo Valley College (DVC), Pleasant Hill, CA
- Los Medanos College (LMC), Pittsburgh, CA

While Contra Costa and Los Medanos Colleges are respectively located in the western and eastern parts of Contra Costa County, Diablo Valley College is located in the heart of the county, near the traditionally heavily populated centers. Because of its strategic location and due to various historical precedents, DVC has attracted the largest number of students among other colleges in the District.

The discussion that follows addresses three issues:

- Boundaries of the College Service Area
- Dynamics of Population Movement in the Service Area
- Feeder High Schools

Boundaries of the College Service Area

Based on an October 1991 agreement among the district and college leaders, Contra Costa County is divided into three service areas - one for each of the three colleges in the District. The boundaries of the service area are drawn for the most part on the basis of the five wards that constitute Contra Costa County. The boundaries of these wards and the service areas are shown on the accompanying map. According to this map (July 1992), the Contra Costa County service areas for the colleges are as follows:

Contra Costa College

- All of Ward 1 to the west, including El Cerrito, El Sobrante, Kensington, Richmond and San Pablo
- Part of Ward 2 to the northwest, including Crockett, Hercules, Pinole, Port Costa and Rodeo

Diablo Valley College

- All of Ward 3 to the north central part of the county, including Avon, Clayton,

cord, Martinez and Pacheco.
• Part of Ward 2 to the south and southeast, including Canyon, Lafayette, Moraga, Orinda, Pleasant Hill and Rheem Valley
• Part of Ward 4 to the west and south, including Alamo, Blackhawk, Danville, Diablo, San Ramon and Walnut Creek

Los Medanos College

• All of Ward 5 to the east, including Antioch, Bethel Island, Brentwood, Byron, Discovery Bay, Knightsen, Oakley and Pittsburg
• Part of Ward 4 to the east including part of Clayton and Tassajara

Table 2.9.1 provides an alphabetical listing of the Diablo Valley College service areas cities and zip codes based on the October 1991 agreement.

Table 2.9.1 Diablo Valley College Service Areas: Cities and Zip Codes

	City	Zip Code
1	Alamo	94507
2	Avon	94553
3	Blackhawk	94526
4	Canyon	94516
5	Clayton	94517
6	Clyde	94520
7	Concord	94518 to 94521
8	Danville	94526
9	Diablo	94528
10	Lafayette	94549
11	Leisure World	94595
12	Martinez	94553
13	Moraga	94556
14	Orinda	94563
15	Orinda Village	94563
16	Pacheco	94553
17	Pleasant Hill	94523
18	Rheem Valley	94556
19	San Ramon	94583
20	Walnut Creek	94595, 94596, 94598

Source: CCCCD: College Service Areas, 1992

Figure 2.9.1 Map of Contra Costa County and CCCCD, Showing Wards (next page)

(Source: CCCCD)

Dynamics of Population Movement in the Service Area

According to the 2000 Census, Contra Costa County had a population of 948,816 persons, compared to 803,732 in 1990, an increase of 145,084 persons or 18.1 percent over the 1990 census. In 2000, the county had 19 incorporated cities and towns and several unincorporated areas. The population of the urban centers was 797,126 persons. DVC's service area included ten of the 19 incorporated cities which accounted for more than 51 percent of the population. The urban communities of the service area and their respective population appear in Table 2.9.2

Table 2.9.2 Population of Incorporated Cities in the DVC Service Area, 1990-2000

	City	1990 Census	2000 Census	Numerical Change	Percent Change
1	Clayton City	7,317	10,762	3,445	47.1
2	Concord City	111,348	121,780	10,432	9.4
3	Danville Town	31,306	41,715	10,409	33.2
4	Lafayette City	23,501	23,908	407	1.7
5	Martinez City	31,808	35,866	4,058	12.8
6	Moraga Town	15,852	16,290	438	2.8
7	Orinda City	16,642	17,599	957	5.8
8	Pleasant Hill City	31,585	32,837	1,252	4.0
9	San Ramon City	35,303	44,722	9,419	26.7
10	Walnut Creek City	60,569	64,296	3,727	6.2
	Total for DVC Service Area	365,231	409,775	44,544	12.2

Source: California Department of Finance, Demographic Research Unit, Census Data 2000

This table indicates that most of the growth took place in the eastern and southern parts of the service area, particularly in Clayton, Danville and San Ramon. These three cities alone accounted for more than 52 percent of the growth in the population of the service area's incorporated cities (23,273/44,544). Other cities in DVC's service area grew at a much slower pace (Concord and Walnut Creek) and in some cases, the growth was almost flat (Lafayette and Moraga) between 1990 and 2000. This dynamic movement of the population to the south explains the fast growth in

enrollment at DVC's San Ramon Valley Center. If this growth persists, most of the future growth in enrollment at DVC will come mainly from the Center at San Ramon.

In addition to considering the dynamic movement of population within DVC's service area, it may be useful to examine the relative changes in population in all service areas of the District between 1990 and 2000. Table 2.9.3 provides information on the population changes in the incorporated cities of the respective service areas for the three colleges (CCC, DVC and LMC).

While the rate of population growth for DVC's service area was 12.2 percent, the respective

rates for CCC and LMC were 12.6 and 67.3 percent. Furthermore, the growth in population in LMC's incorporated cities (78,900) accounted for more than 54 percent of the growth in the county's population. This phenomenal growth in the population of LMC's service area has significant implications for enrollment in all three colleges.

The dynamics of the population movement in the county will undoubtedly impact enrollment and graduation from high school and consequently enrollment in community colleges. Some of these implications are listed below:

• LMC will grow at a faster pace than that of other sister institutions in the District due to its proximity to the new population movement in the county. (Its relative share of population grew from 18 to 25 percent between 1990 and 2000.)

• DVC's future growth will depend largely on three factors:
- Enrollment growth at San Ramon Valley center due to population shifts to the south
- Reputation of DVC as a magnet for attracting students from all service areas
- DVC's geographical location between CCC and LMC makes it the beneficiary of growth at both wings (east-west) of the county.

CCC's future growth will represent a challenge to the college's leadership. In a situation similar to that of DVC, its relative share of the population is declining (from 26 percent in 1990 to 24 percent in 2000). In addition, its location away from the center of gravity in the county will further hinder its growth.

Table 2.9.3 Population Changes in College Service Area, Contra Costa County

Service Area	1990 Census	2000 Census	Numerical Change	Percent Change
Incorporated Cities				
CCC Service Area	169,741	191,129	21,388	12.60
Percent of Total Incorporated	26.02	23.98	14.77	
DVC Service Area	365,231	409,775	44,544	12.20
Percent of Total Incorporated	55.99	51.41	30.76	
LMC Service Area	117,322	196,222	78,900	67.25
Percent of Total Incorporated	17.99	24.62	54.48	
Total Incorporated	652,294	797,126	144,832	22.20
Percent	100.00	100.00	100.00	
Unincorporated Areas	151,438	151,690	252	0.17
Total County Population	803,732	948,816	145,084	18.05
Total State Population	29,760,021	33,871,648	4,111,627	13.82

Source: California Dept. of Finance, Demographic Research Unit, California State Census Data Center, Census 2000

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Enrollment Patterns

Feeder High Schools

There are 21 DVC feeder high schools located in the service area - 19 public and two private. The 19 public schools are grouped into four school districts as follows:

- Acalanes Union
- Martinez Unified
- Mt. Diablo Unified
- San Ramon Valley Unified

In examining the impact of feeder high schools on enrollment at DVC, two factors must be taken into consideration:

- The size of the high school graduating class
- The percentage of high school graduates who attend DVC

Although the impact analysis is limited to the feeder high schools in the service area, it must be noted that enrollment could still grow even if the above two factors remain constant over time. Such growth will depend on

transfer students, growth in high school population outside the service area, improved retention efforts and enrollment of adult students.

The analysis that follows examines two categories of data:

- High school graduates by school district and by individual schools over the past 10 years (Spring 1991 to Spring 2000)
- The number and percentage of high school graduates who attended DVC in the fall semesters of the past 10 years (1991 to 2000).

Table 2.9.4A indicates that the total number of graduates from the feeder high schools has fluctuated in the early 1990's but has steadily increased since 1996. Between 1996 and 2000, the number of graduates increased from 4,534 to 5,033 - an increase of almost 500 students or 11 percent. However, during the same period, the percentage of graduates opting to enroll at DVC has increased from 31 to 36 percent between 1996 and 1997, but has steadily declined since then to reach only 27 percent in 2000 - the lowest level in 10 years. The net impact on DVC enrollment has been a decline in the number of feeder high school graduates attending the College. In the past five years (1996-2000), this number peaked at 1,733 students in 1997 but reached a lower level of 1,357 in 2000 - a loss of 376 students or 22 percent (Table 2.9.4B).

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Enrollment Patterns

Table 2.9.4A All District High School Graduates - Spring 1991 to Spring 2000

District	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Total
Acalanes	930	925	937	913	995	964	1122	1092	1143	1216	10,237
Mt. Diablo	1829	1920	1786	1910	1852	1804	1893	1965	1940	1863	18,762
San Ramon	1192	1203	1135	1138	1264	1213	1217	1255	1336	1311	12,264
Alhambra	177	173	175	167	189	190	198	220	204	286	1,979
Private Catholic	377	354	383	388	374	363	385	396	402	389	3,811
TOTAL	4505	4575	4416	4516	4674	4534	4815	4928	5025	5065	47,053

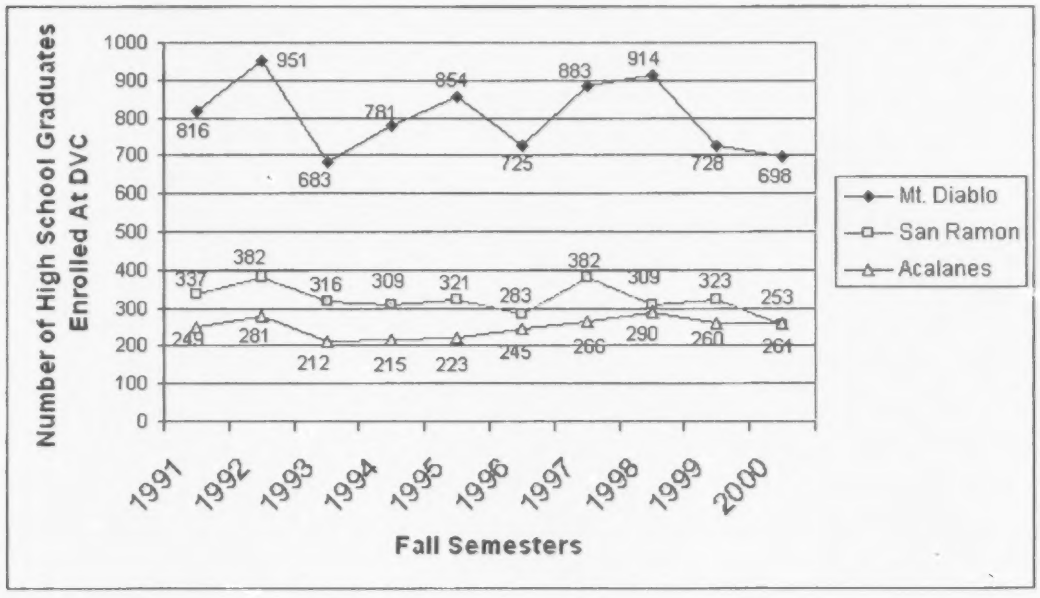
Table 2.9.4B District High School Graduates Enrolled At DVC, Fall 1991 to Fall 2000

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Total
Acalanes	249	281	212	215	223	245	266	290	260	261	2,502
Mt. Diablo	816	951	683	781	854	725	883	914	728	698	8,033
San Ramon	337	382	316	309	321	283	382	309	323	261	3,223
Alhambra		104	63	84	97	88	110	113	75	78	812
Private Catholic		121	95	96	95	86	92	100	74	67	826
TOTAL	1402	1839	1369	1485	1590	1427	1733	1726	1460	1365	15,396

Table 2.9.4C Percentages of District High School Graduates Enrolled at DVC, Fall 1991 to Fall 2000

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Average
Acalanes	26.8%	30.4%	22.6%	23.5%	22.4%	25.4%	23.7%	26.6%	22.7%	21.5%	24.4%
Mt. Diablo	44.6%	49.5%	38.2%	40.9%	46.1%	40.2%	46.6%	46.5%	37.5%	37.5%	42.8%
San Ramon	28.3%	31.8%	27.8%	27.2%	25.4%	23.3%	31.4%	24.6%	24.2%	19.9%	26.3%
Alhambra		60.1%	36.0%	50.3%	51.3%	46.3%	55.6%	51.4%	36.8%	27.3%	41.0%
Private Catholic		34.2%	24.8%	24.7%	25.4%	23.7%	23.9%	25.3%	18.4%	17.2%	21.7%
TOTAL	31.1%	40.2%	31.0%	32.9%	34.0%	31.5%	36.0%	35.0%	29.1%	26.9%	32.7%

Figure 2.9.4 District High School Spring Graduates Enrolled at DVC, Fall 1991 to Fall 2000: Acalanes, Mt. Diablo and San Ramon



Enrollment Patterns

Tables 2.9.5A-C provide more detailed information regarding individual high schools in each school district. It should be noted that the largest number (151) and percentage (45%) of high school graduates of Spring 2000 and who enrolled at DVC in Fall 2000 came from College Park High School (which is across Viking Road from DVC). This was followed by Clayton Valley (144) and Ygnacio Valley (135).

Table 2.9.5A District High School Graduates - Spring 1991 to Spring 2000

ACALANES	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Total
Acalanes	246	221	242	226	225	250	263	275	295	355	2,598
Campolindo	222	227	241	187	233	191	225	246	199	231	2,202
Las Lomas	256	242	218	249	255	259	298	270	325	325	2,697
Miramonte	178	198	196	221	235	212	272	251	278	273	2,314
Del Oro	28	37	40	30	47	52	64	50	46	32	426
TOTAL Acalanes	**930**	**925**	**937**	**913**	**995**	**964**	**1,122**	**1,092**	**1,143**	**1,216**	**10,237**
MT. DIABLO											
Clayton Valley	340	313	275	334	304	328	298	324	400	376	3,292
College Park	269	289	253	287	326	330	350	350	338	336	3,128
Concord	263	278	277	278	248	244	269	325	293	295	2,770
Mt. Diablo	205	213	197	202	170	146	198	160	160	185	1,836
Northgate	273	277	300	297	306	312	345	364	320	249	3,043
Ygnacio Valley	314	352	299	325	308	240	278	334	301	332	3,083
Olympic	109	130	120	126	120	139	155	108	128	90	1,225
Horizon	56	68	65	61	70	65					385
TOTAL Mt. Diablo	**1,829**	**1,920**	**1,786**	**1,910**	**1,852**	**1,804**	**1,893**	**1,965**	**1,940**	**1,863**	**18,762**
SAN RAMON											
California	350	322	328	318	350	340	350	360	347	390	3,455
Monte Vista	347	419	383	395	436	422	430	407	487	498	4,224
San Ramon	407	372	358	334	381	345	387	412	423	391	3,810
Del Amigo	46	61	66	40	51	46	50	35	36	32	463
Venture	42	29		51	46	60		41	43		312
TOTAL San Ramon	**1,192**	**1,203**	**1,135**	**1,138**	**1,264**	**1,213**	**1,217**	**1,255**	**1,336**	**1,311**	**12,264**
ALHAMBRA											
Alhambra	177	173	175	167	189	190	198	220	204	286	1,979
TOTAL Alhambra	**177**	**173**	**175**	**167**	**189**	**190**	**198**	**220**	**204**	**286**	1,979
PRIVATE											
Carondelet	159	157	159	173	161	168	184	196	195	177	1,729
De LaSalle	218	197	224	215	213	195	201	200	207	212	2,082
TOTAL Private	**377**	**354**	**383**	**388**	**374**	**363**	**385**	**396**	**402**	**389**	**3,811**
GRAND TOTAL	**4,505**	**4,575**	**4,416**	**4,516**	**4,674**	**4,534**	**4,815**	**4,928**	**5,025**	**5,065**	**47,053**

Source: District High Schools, Datatel

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Table 2.9.5B District High School Graduates Enrolled At DVC - Fall 1991 to Fall

2000

ACALANES	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Total
Acalanes	66	56	60	50	61	50	53	67	60	72	595
Campolindo	47	62	44	26	35	27	50	51	37	41	420
Las Lomas	111	105	83	81	87	107	105	115	110	87	991
Miramonte	25	43	16	46	27	44	44	48	43	45	381
Del Oro		15	9	12	13	17	14	9	10	16	115
TOTAL Acalanes	**249**	**281**	**212**	**215**	**223**	**245**	**266**	**290**	**260**	**261**	**2,502**
MT. DIABLO											
Clayton Valley	162	157	111	132	140	122	140	153	155	144	1,416
College Park	163	179	119	146	170	163	166	182	150	151	1,589
Concord	125	150	115	103	124	105	126	151	106	88	1,193
Mt. Diablo	100	110	67	97	92	70	97	83	57	56	829
Northgate	120	120	104	94	117	110	147	162	110	93	1,177
Ygnacio Valley	146	196	135	172	176	118	159	155	115	135	1,507
Olympic		39	32	37	35	37	48	28	35	31	322
Horizon											
TOTAL Mt. Diablo	**816**	**951**	**683**	**781**	**854**	**725**	**883**	**914**	**728**	**698**	**8,033**
SAN RAMON											
California	113	131	102	102	114	79	116	120	111	73	1,061
Monte Vista	88	109	83	109	93	90	116	92	97	99	976
San Ramon	136	142	116	98	114	114	150	97	115	81	1,163
Del Amigo			15							8	23
Venture											0
TOTAL San Ramon	**337**	**382**	**316**	**309**	**321**	**283**	**382**	**309**	**323**	**261**	**3,223**
ALHAMBRA											
Alhambra		104	63	84	97	88	110	113	75	78	812
TOTAL Alhambra		**104**	**63**	**84**	**97**	**88**	**110**	**113**	**75**	**78**	812
PRIVATE											
Carondelet		48	27	35	35	42	38	45	36	22	328
De LaSalle		73	68	61	60	44	54	55	38	45	498
TOTAL Private		**121**	**95**	**96**	**95**	**86**	**92**	**100**	**74**	**67**	**826**
GRAND TOTAL	**1,402**	**1,839**	**1,369**	**1,485**	**1,590**	**1,427**	**1,733**	**1,726**	**1,460**	**1,365**	**15,396**

Source: District High Schools, Datatel

Table 2.9.5C Percentages of District High School Graduates Enrolled At DVC - Fall 1991 to Fall 2000

ACALANES	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	Average
Acalanes	26.8%	25.3%	24.8%	22.1%	27.1%	20.0%	20.2%	24.4%	20.3%	20.3%	22.9%
Campolindo	21.2%	27.3%	18.3%	13.9%	15.0%	14.1%	22.2%	20.7%	18.6%	17.7%	19.1%
Las Lomas	43.4%	43.4%	38.1%	32.5%	34.1%	41.3%	35.2%	42.6%	33.8%	26.8%	36.7%
Miramonte	14.0%	21.7%	8.2%	20.8%	11.5%	20.8%	16.2%	19.1%	15.5%	16.5%	16.5%
Del Oro		40.5%	22.5%	40.0%	27.7%	32.7%	21.9%	18.0%	21.7%	50.0%	27.0%
TOTAL Acalanes	**26.8%**	**30.4%**	**22.6%**	**23.5%**	**22.4%**	**25.4%**	**23.7%**	**26.6%**	**22.7%**	**21.5%**	**24.4%**
MT. DIABLO											
Clayton Valley	47.6%	50.2%	40.4%	39.5%	46.1%	37.2%	47.0%	47.2%	38.8%	38.3%	43.0%
College Park	60.6%	61.9%	47.0%	50.9%	52.1%	49.4%	47.4%	52.0%	44.4%	44.9%	50.8%
Concord	47.5%	54.0%	41.5%	37.1%	50.0%	43.0%	46.8%	46.5%	36.2%	29.8%	43.1%
Mt. Diablo	48.8%	51.6%	34.0%	48.0%	54.1%	47.9%	49.0%	51.9%	35.6%	30.3%	45.2%
Northgate	44.0%	43.3%	34.7%	31.6%	38.2%	35.3%	42.6%	44.5%	34.4%	37.3%	38.7%
Ygnacio Valley	46.5%	55.7%	45.2%	52.9%	57.1%	49.2%	57.2%	46.4%	38.2%	40.7%	48.9%
Olympic	0.0%	30.0%	26.7%	29.4%	29.2%	26.6%	31.0%	25.9%	27.3%	34.4%	26.3%
Horizon	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	0.0%
TOTAL Mt. Diablo	**44.6%**	**49.5%**	**38.2%**	**40.9%**	**46.1%**	**40.2%**	**46.6%**	**46.5%**	**37.5%**	**37.5%**	**42.8%**
SAN RAMON											
California	32.3%	40.7%	31.1%	32.1%	32.6%	23.2%	33.1%	33.3%	32.0%	18.7%	30.7%
Monte Vista	25.4%	26.0%	21.7%	27.6%	21.3%	21.3%	27.0%	22.6%	19.9%	19.9%	23.1%
San Ramon	33.4%	38.2%	32.4%	29.3%	29.9%	33.0%	38.8%	23.5%	27.2%	20.7%	30.5%
Del Amigo	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	5.0%
Venture	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	0.0%
TOTAL San Ramon	**28.3%**	**31.8%**	**27.8%**	**27.2%**	**25.4%**	**23.3%**	**31.4%**	**24.6%**	**24.2%**	**19.9%**	**26.3%**
ALHAMBRA											
Alhambra		60.1%	36.0%	50.3%	51.3%	46.3%	55.6%	51.4%	36.8%	27.3%	41.0%
TOTAL Alhambra		**60.1%**	**36.0%**	**50.3%**	**51.3%**	**46.3%**	**55.6%**	**51.4%**	**36.8%**	**27.3%**	**41.0%**
PRIVATE											
Carondelet		30.6%	17.0%	20.2%	21.7%	25.0%	20.7%	23.0%	18.5%	12.4%	19.0%
De LaSalle		37.1%	30.4%	28.4%	28.2%	22.6%	26.9%	27.5%	18.4%	21.2%	23.9%
TOTAL Private		**34.2%**	**24.8%**	**24.7%**	**25.4%**	**23.7%**	**23.9%**	**25.3%**	**18.4%**	**17.2%**	**21.7%**
Grand Total	**31.1%**	**40.2%**	**31.0%**	**32.9%**	**34.0%**	**31.5%**	**36.0%**	**35.0%**	**29.1%**	**26.9%**	**32.7%**

Source: District High Schools, Datatel

In summary, the population in DVC's service area has increased in the past 10 years, but at a slower rate than that of the county and the state. The fast-growing geographical areas of the county lie to the east and the south. This population growth will undoubtedly impact the enrollment of the three colleges in the District, albeit with different magnitudes. In the meantime, the number and percentage of service area high school graduates who chose to enroll at DVC represent a mixed package of ups and downs with no particular pattern to be depicted. Yet DVC, with its reputation and strategic location, remains a magnet of attraction for students outside its service area. The phenomenal growth of population in the east and the south provided a counterbalance to the lackluster growth in DVC's traditional service

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area. The net effect of all factors together has been a steady growth in enrollment over the past five years.

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10. Summary and Implications for Planning

Summary

- The percentage of males and females enrolled at DVC will continue to hold at approximately 45% to 55%, respectively, albeit with a slight change in favor of the females. The percentage of females at DVC is lower than that at other community colleges in the state.

- The younger age group (less than 25 years) will continue to constitute the majority of students enrolled at DVC. Increases in the proportionate share of other age groups will depend on changes in some institutional practices regarding evening and weekend classes.

- The student population is becoming more diverse as the Hispanic and Asian groups continue to expand at a faster pace than that of other ethnic groups. In a span of few years, DVC will join the rest of California with a white population that will be less than 50 percent.

- Evening students will continue to account for roughly one-third of the student population, while day students will continue to represent the majority of two-thirds.

- Full-time students (12+ hours) will continue to account for approximately 30 percent of the student body, while part-time students (less than 12 hours) will constitute approximately 70 percent.

- While DVC's enrollment is expected to increase, such increase will be slow unless certain institutional practices are introduced to accelerate the pace of increase in enrollment. Some of these practices are listed below.

Planning Issues

- The college should vigorously market the evening and weekend program. This will help expand the number of evening and part-time students.

- To help expand the female population, the college may want to invest in day and evening child care.

- The College should pursue increased enrollment through the middle age groups (25 to 40 years) whose growth has slowed considerably in the past ten years.

- The College should improve the quality of services and several aspects of the college environment, as will become evident in the next section addressing the student opinion survey.

- The College should take a step back and reflect on the concept of enrollment expansion in light of limited space on the main campus. Significant enrollment surges may have to be the domain of the San Ramon Valley Center, while the main campus at-

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Office of Planning & Research

Survey Research

Student Satisfaction Survey

Accreditation Self-Study Survey

Section III: Survey Research

Surveys are a quick and relatively inexpensive way of gathering information. This section summarizes what was found by two major opinion surveys administered during the 2000-2001 academic year: the student opinion survey and the accreditation self study survey. The results of these two surveys are discussed in this section. The discussion addresses the following issues:

· Purpose of the survey
· Survey design
· Collection of data
· Summary of results

Part A. The Student Opinion Survey

Purpose:

The Student Opinion Survey has two major purposes:

• To identify the level of satisfaction with college services compared to national norms
• To establish baseline data for longitudinal analysis, particularly when the survey is administered in future years

Both of these purposes are significant for planning and for institutional effectiveness purposes.

Survey Design

The College used a standard instrument: Student Opinion Survey (2-Year College Form), copyright by ACT, Inc., 1997. This instrument (see Appendix) includes six sections:

• Section I (Background Information) includes 17 categories of demographic data
• Section II (College Impressions) includes four items related to the reasons for selecting DVC, rating of the College at the date of application, rating of the College after enrollment, and overall impression
• Section III (College Services) includes two parts related to usage and satisfaction with 20 College services.
• Section IV (College Environment) includes ratings of 44 aspects of the

College, which are grouped into six major categories: academic, admissions, rules and policies, facilities, registration, and general aspects.
• Section V (Additional Questions) includes 14 questions developed specifically by DVC faculty and staff to measure issues of special importance to the College.

• Section VI (Comments and Suggestions) allows students to write a narrative of their comments and suggestions.

The survey instrument uses a five-point scale that includes: very satisfied (5), satisfied (4), neutral (3), dissatisfied (2), and very dissatisfied (1).

Collection of Data

A random sample of classes was drawn from the total number of regular classes offered at DVC in the fall term of 2000. The total number of students in the sample was 1,500. Completed surveys were received from 1,265 students for a response rate of approximately 84 percent.

Using composite data for all student ratings, means (averages) were calculated on the satisfaction scale. In addition, the ACT standard analysis provided norms giving the national means of responses for community colleges and the difference between DVC's means and that of the national sample. National norms were based on 77,219 community college students from 142 postsecondary institutions that administered the survey between January 1996 and June 1998.

Survey Results

The following tables and figures present the survey results, which may be grouped into five categories including Background Information, College Impressions, College Services, College Environment and Special Aspects of DVC.

Part B: Accreditation Self Study Survey

Purpose

The purpose of the survey is to assist in evaluating the strengths and weaknesses of the College with respect to meeting the 1997 standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). However, the most important goal of the survey is to serve as a vehicle for enhancing institutional effectiveness across a broad spectrum of issues ranging from the educational programs and services to human, financial and physical resources.

Survey Design

The survey (see Appendix) consists of two major sections:

- Demographics of the respondents: Ten categories of data address the respondents' position, gender, ethnicity, employment status, and years of experience.

- The second section of the survey includes 114 questions or items that were grouped into the ten ACCJC standards of accreditation. Respondents were asked to rate the survey items on a four-point scale: Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). A category of Don't Know/Not Applicable was also included.

The ten ACCJC standards and the number of survey items for each standard are listed below:

Survey Section	Number of Survey Items
• Standard 1: Institutional Mission	9
• Standard 2: Institutional Integrity	7
• Standard 3: Institutional Effectiveness	9
• Standard 4: Educational Programs	25
• Standard 5: Student Support and Development	7
• Standard 6: Information and Learning Resources	11
• Standard 7: Faculty and Staff	10
• Standard 8: Physical Resources	12
• Standard 9: Financial Resources	4

• Standard 10: Governance and Administration	20
Total Number of Survey Items	114

The survey instrument was developed locally by the ten accreditation self study committees

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Part A. ACT Student Satisfaction Survey

1. Background Information

Age

The largest age group represents those who are 19 years or younger (42%), followed by the 20 to 22 years old (27%). DVC's age distribution is different from that of the national sample. This difference reflects DVC's characteristics as an institution that places emphasis on the four-year transfer program, where the majority of students attend college immediately after high school.

Table 3A.1.1 Background Information, Item B: Age

Age	DVC %	National Norms %
18 or under	20.7	12.3
19	21.2	18.1
20	14.8	13.9
21	9.0	7.6
22	3.3	4.7
23 to 25	7.9	9.7
26 to 29	4.7	8.9
30 to 39	7.4	14.4
40 to 61	10.7	10.2
62 or over	0.4	0.3
<=19	41.9	30.4
20-22	27.0	26.2
23-29	12.6	18.5
>=30	18.5	24.9

Figure 3A.1.1 Background Information, Item B: Age

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Survey Research

Ethnicity

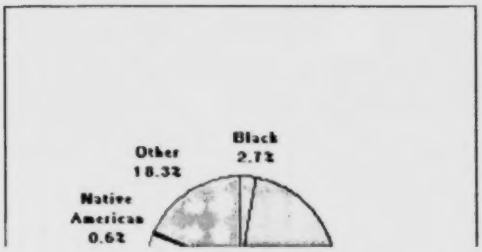
The ethnic distribution of DVC's respondents is quite different from that of the national norms. The survey indicates that DVC's respondents are more diverse than those of the national sample:

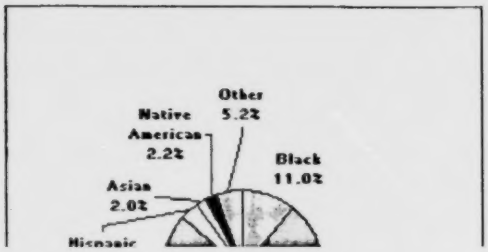
- Blacks represent only 3% of DVC's respondents, but 11% in the national sample
- Whites represent 50% at DVC, but 76% in the national sample
- Hispanics represent 10% at DVC, but only 4% in the national sample
- Asians represent more than 18% at DVC, but only 2% in the national sample
- Native Am. represent less than 1% at DVC, but more than 2% in the national sample
- The Unknown category is a significantly large one at DVC (18%) compared to the national sample (5%)

Table 3A.1.2 Background Information, Item C: Racial/Ethnic Group

Race/Ethnicity	DVC %	National Norms %
African American or Black	2.7	11.0
Native American (Indian, Alaskan, Hawaiian)	0.6	2.2
Caucasian or White	50.5	75.8
Mexican American, Mexican Origin	5.0	2.1
Asian American, Oriental, Pacific Islander	18.3	2.0
Puerto Rican, Cuban, Other Latino or Hispanic	4.6	1.7
Other	9.7	1.4
Prefer not to Respond	8.6	3.8
Black	2.7	11.0
White	50.5	75.8
Hispanic	9.6	3.8
Asian	18.3	2.0
Native American (Indian, Alaskan, Hawaiian)	0.6	2.2
Other/Prefer not to respond	18.3	5.2

Figure 3A.1.2 Background Information, Item C: Racial/Ethnic Group





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Survey Research

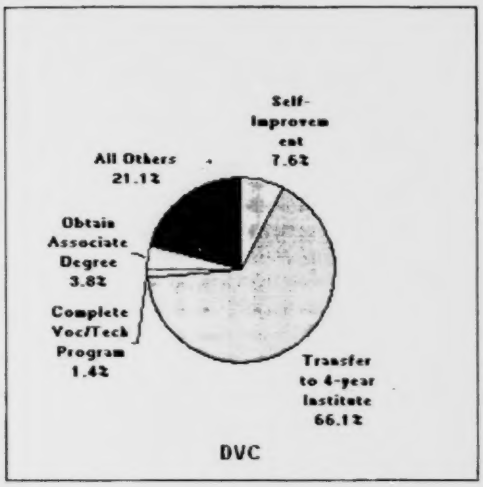
Purpose for Entering the College

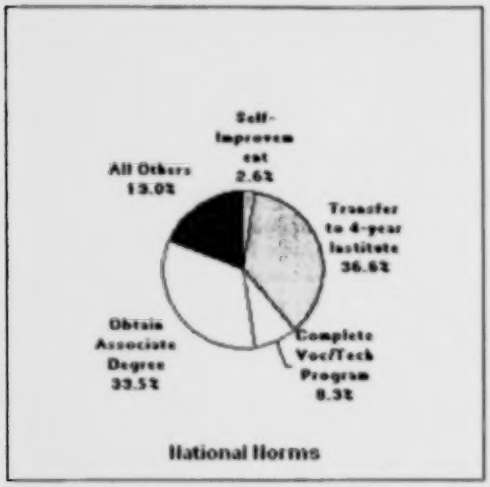
The most striking differences between DVC students' educational goals and that of the national sample fall into four areas: self-improvement, transfer to 4-year institutions, vocational/technical education and obtaining an associate degree. Almost two thirds of the survey respondents at DVC indicated that their primary goal is to transfer to four-year institutions, while the national norms show approximately 37%. Further, three times (7.6%) as many DVC students indicated self-improvement as the primary goal, compared to the national sample (2.6%). On the other hand, a significant percentage of students in the national sample (33.5%) indicated that their primary goal is to obtain an associate degree, compared to a meager 3.8% at DVC. In addition, 8.3% of the students in the national sample aimed at completing the vocational/technical programs compared to only 1.4% of DVC students. Student educational goals reflect clearly the distinguishing characteristic of DVC, compared to other two-year institutions in the national sample.

Table 3A.1.3 Background Information, Item D: Purpose for Entering DVC

Purpose	DVC %	National Norms %
No Purpose	3.0	2.4
Self-Improvement	7.6	2.6
Take Job-Related Courses	3.0	2.9
Take Courses for Transfer - 2-yr College	5.1	4.2
Take Courses for Transfer - 4-yr Institution	66.1	36.6
Complete Voc/Tech Program	1.4	8.3
Obtain/Maintain Certification	4.5	4.1
Obtain Associate Degree	3.8	33.5
Other	5.5	5.4

Figure 3A.1.3 Background Information, Item D: Purpose for Entering DVC





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Survey Research

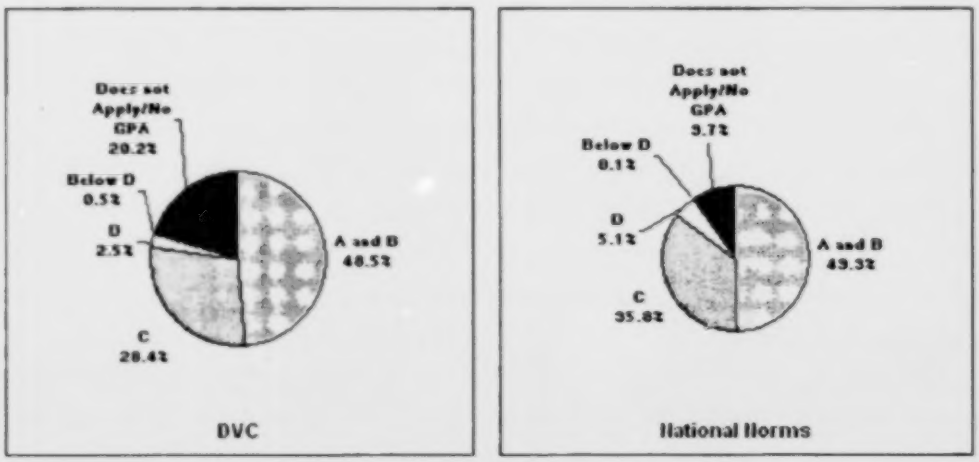
Grade Point Average

The distribution of the self-reported grade point average for DVC students is slightly different from that of the national norms, particularly in the C and B grades. While 28.4% of the students at DVC reported a C to B average (2.00 to 2.99), the national sample showed 35.8%. Further, a larger percentage of students at DVC (17.0%) have no GPA, compared to only 8.4% in the national sample.

Table 3A.1.4 Background Information, Item E: Overall College Grade Average

Grade Average (G.P.A.)	DVC %	National Norms %
A- to A (3.50 - 4.00)	21.0	21.4
B to A- (3.00 - 3.49)	27.5	27.9
B- to B (2.50 - 2.99)	17.5	20.8
C to B- (2.00 - 2.49)	10.9	15.0
C- to C (1.50 - 1.99)	2.1	4.2
D to C- (1.00 - 1.49)	0.4	0.9
Below D (0.00 - 0.99)	0.5	0.1
Have no G.P.A.	17.0	8.4
Does Not Apply	3.2	1.3
A and B (3.00 – 4.00)	48.5	49.3
C (2.00 – 2.99)	28.4	35.8
D (1.00 – 1.99)	2.5	5.1
Below D (0.00 – 0.99)	0.5	0.1
No G.P.A./Doesn't Apply	20.2	9.7

Figure 3A.1.4 Background Information, Item E: Overall College Grade Average



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Survey Research

Gender

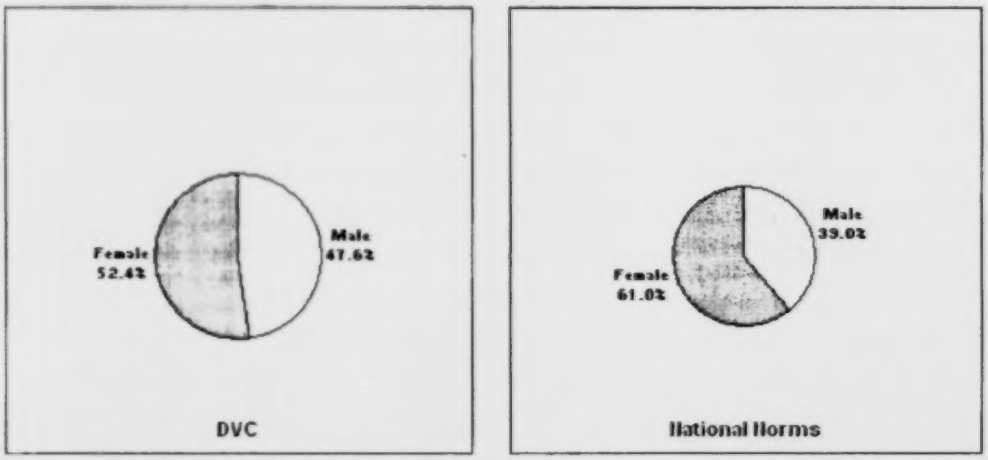
The gender distribution of DVC's respondents is also different from the national sample:

- Males represent approximately 48% at DVC but only 39% in the national sample
- The percentage of female respondents in the national sample is one and one half times (61%) that of the males, but the percentage of female respondents at DVC (52%) is only 4% higher than that of the males.

Table 3A.1.5 Background Information, Item F: Gender

Gender	DVC %	National Norms %
Male	47.6	39.0
Female	52.4	61.0

Figure 3A.1.5 Background Information, Item F: Gender



Marital Status

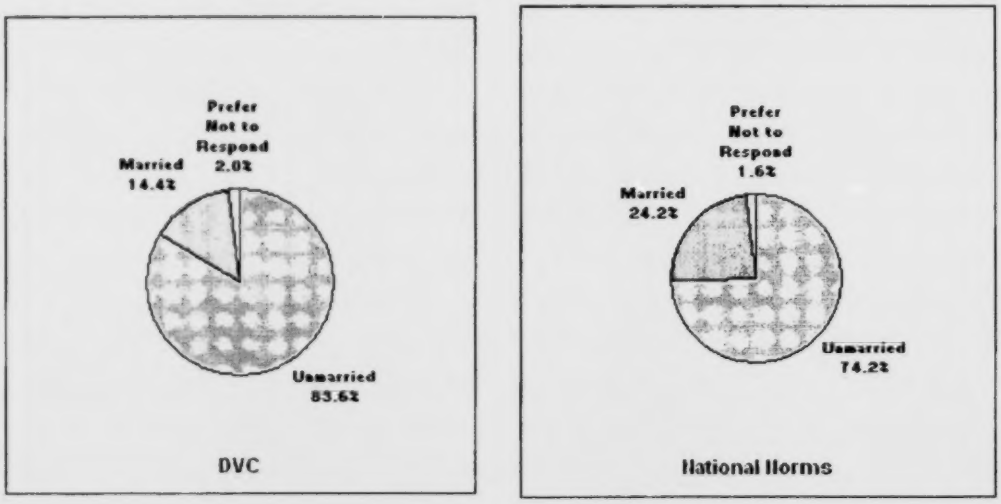
The survey once again reflects the characteristics of students at DVC compared to the national norms. While 74% of the students in the national sample were not married and

24% were married, the comparable data for DVC shows a 10% differential in favor of the unmarried students (84% unmarried and 14% married at DVC).

Table 3A.1.6 Background Information, Item G: Marital Status

Marital Status	DVC %	National Norms %
Unmarried (Single, Divorced, Widowed, Separated)	83.5	74.2
Married	14.4	24.2
Prefer Not to Respond	2.0	1.6

Figure 3A.1.6 Background Information, Item G: Marital Status



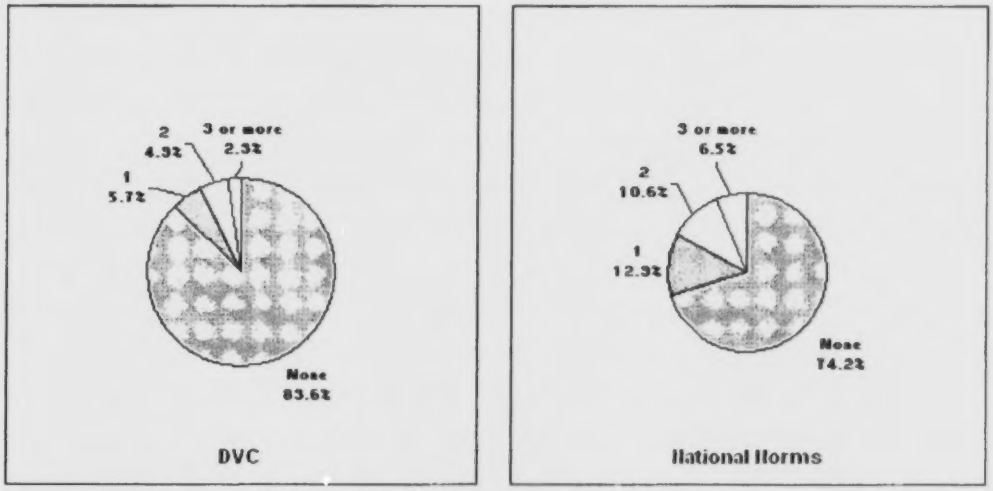
Dependent Children

The survey indicates that at DVC, 87% of the respondents had no dependent children compared to 70% in the national sample. Figures related to the number of children (1 through 3 or more) are lower at DVC than that of the national sample. This is a further indication that the majority of DVC students are unmarried with no children and enter college directly after high school.

Table 3A.1.7 Background Information, Item H: Dependent Children

Number of Dependent Children	DVC %	National Norms %
None	87.1	70.0
1	5.7	12.9
2	4.9	10.6
3 or more	2.3	6.5

Figure 3A.1.7 Background Information, Item I: Dependent Children



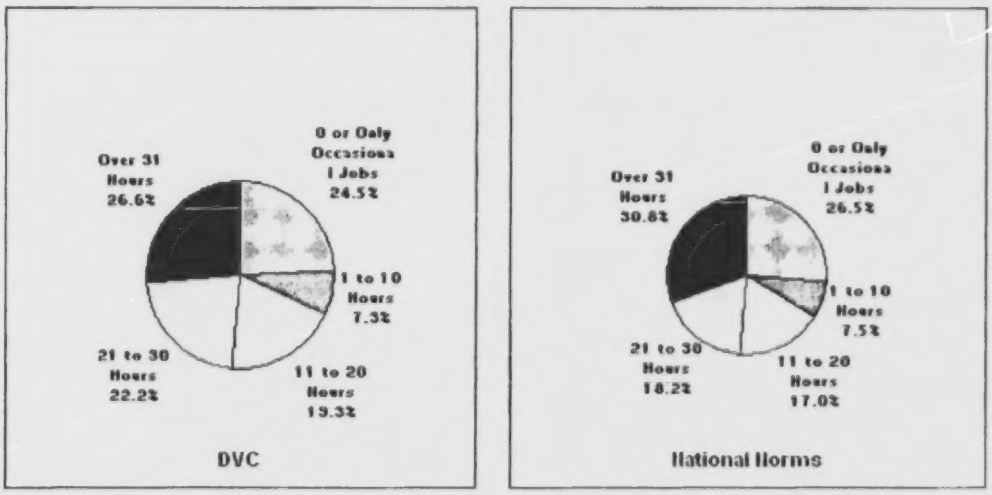
Hours of Work per Week

The national sample and DVC's respondents are relatively close with respect to student work hours per week. Approximately one fourth of the students did not work or have occasional work. Another one fourth of the students worked part-time for 20 or less hours. The remaining half of the students worked 21 or more hours.

Table 3A.1.8 Background Information, Item I: Hours Worked per Week

Hours Worked	DVC %	National Norms %
0 or Occasional Jobs	24.5	26.5
1 to 10 Hours	7.3	7.5
11 to 20 Hours	19.3	17.0
21 to 30 Hours	22.2	18.2
31 to 40 Hours	16.4	19.2
Over 40 Hours	10.2	11.6
0 or Only Occasional Jobs	24.5	26.5
1 to 10 Hours	7.3	7.5
11 to 20 Hours	19.3	17.0
21 to 30 Hours	22.2	18.2
Over 31 Hours	26.6	30.8

Figure 3A.1.8 Background Information, Item I: Hours Worked per Week


0 or Only Occasional Jobs 24.5%
1 to 10 Hours 7.3%
11 to 20 Hours 19.3%
21 to 30 Hours 22.2%
Over 31 Hours 26.6%
DVC
0 or Only Occasional Jobs 26.5%
1 to 10 Hours 7.5%
11 to 20 Hours 17.0%
21 to 30 Hours 18.2%
Over 31 Hours 30.8%
National Norms

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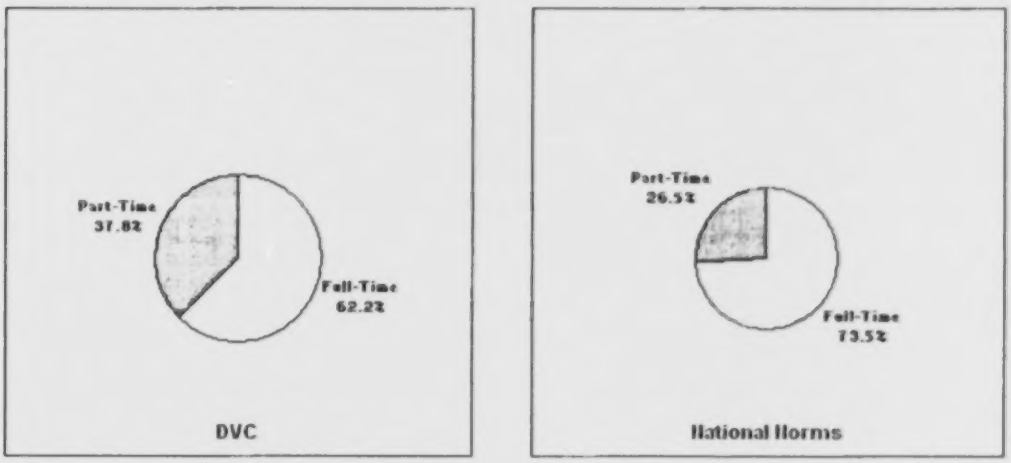
Enrollment status

Full-time survey respondents represent 62.2% of the respondents at DVC, compared to 73.5% in the national sample. Similarly, an 11% difference separates the percentages of part-time respondents at DVC from that of the national sample. Although a relatively large percentage of DVC respondents are unmarried with a smaller number of dependent children, a relatively smaller percentage are enrolled full-time. This apparent contradiction may be due to the flexibility of combining work and study at DVC as will become evident in the next section (College impressions).

Table 3A.1.9 Background Information, Item J: Enrollment Status

Enrollment Status	DVC %	National Norms %
Full-Time	62.2	73.5
Part-Time	37.8	26.5

Figure 3A.1.9 Background Information, Item J: Enrollment Status



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Survey Research

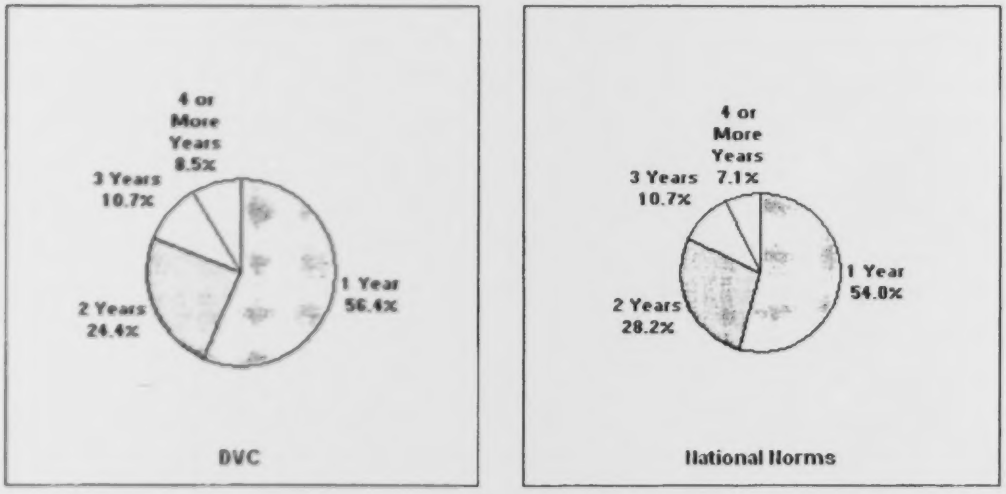
Years of Attendance

No significant differences are reported between the survey respondents at DVC and the respondents in the national sample. The majority of students (more than 80%) attended their respective college for one or two years. Less than 20% attended college for three or more years.

Table 3A.1.10 Background Information, Item K: Number of Years Attended This Col

Years of Attendance	DVC %	National Norms %
1 Year	56.4	54.0
2 Years	24.4	28.2
3 Years	10.7	10.7
4 or More Years	8.5	7.1

Figure 3A.1.10 Background Information, Item K: Number of Years Attended This Col



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Survey Research

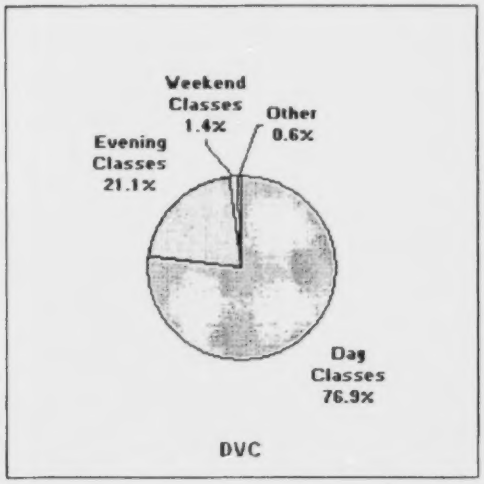
Classes Most Frequently Attended

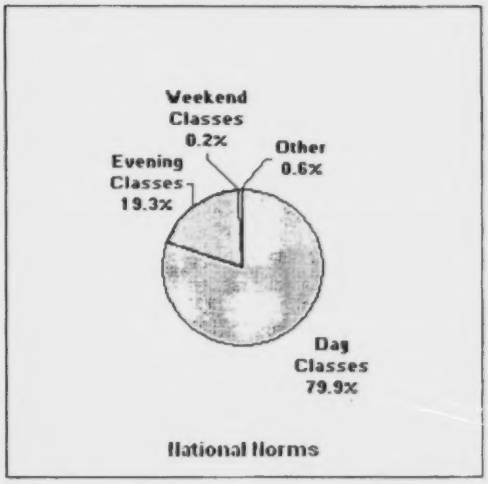
Based on the survey results, 77% of the respondents at DVC attended classed during the day, compared to approximately 80% in the national sample. Consequently, a larger percentage of students at DVC (22.5%) attend classes in the evening and weekends compared to 19.5% in the national sample.

Table 3A.1.11 Background Information, Item L: Classes Most Frequently Attended

Type of Class	DVC %	National Norms %
Day Classes	76.9	79.9
Evening Classes	21.1	19.3
Weekend Classes	1.4	0.2
Other	0.6	0.6

Figure 3A.1.11 Background Information, Item L: Classes Most Frequently Attended





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Survey Research

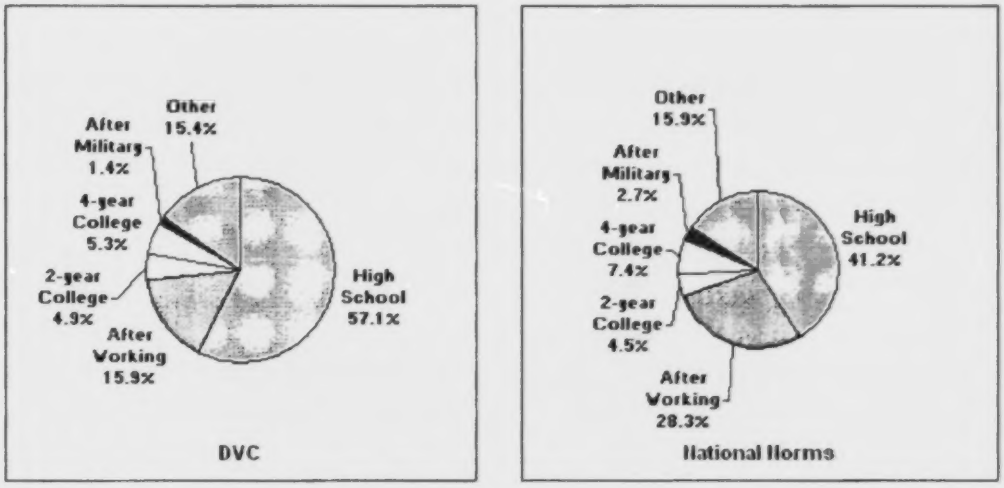
Status at Time of Entry

The majority of survey respondents at DVC (57%) entered college directly from high school, compared to only 41% in the national sample. On the other hand, only 16% of the survey respondents at DVC entered college after working for a period of time, compared to the larger percentage of 28% in the national sample. There was also a relatively smaller number of students (5%) at DVC who transferred from four-year institutions, compared to 7% in the national sample.

Table 3A.1.12 Background Information, Item M: Status at Time of First Entry to this College

Status	DVC %	National Norms %
Entered from High School	57.1	41.2
Entered after Working for a Period of Time	15.9	28.3
Transfer from 2-year College	4.9	4.5
Transfer from 4-year College	5.3	7.4
Entered after Completing Military Service	1.4	2.7
Other	15.4	15.9

Figure 3A.1.12 Background Information, Item M: Status at Time of First Entry to this College



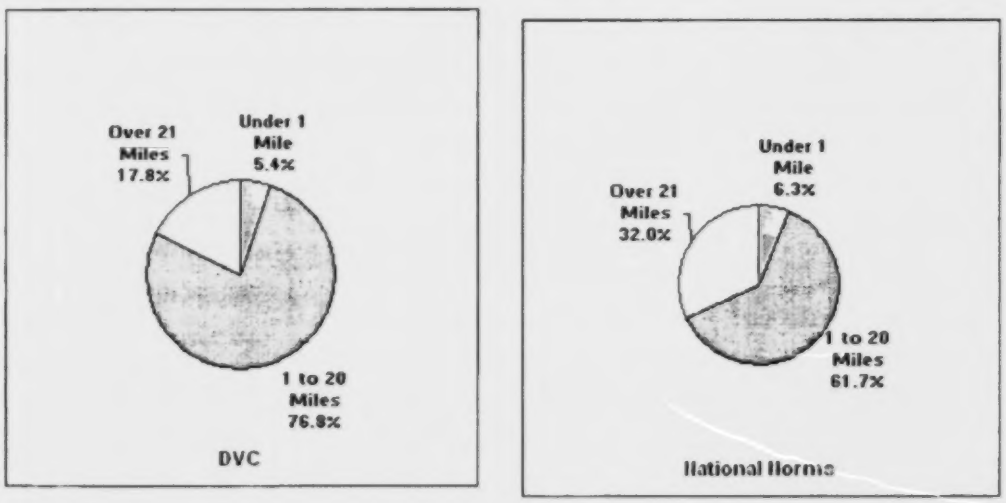
Driving Distance to College

The survey reveals that, in general, DVC respondents live closer to the campus, compared to their counterparts in the national sample. While the national sample shows that four out of six (68%) of the respondents live within 20 miles of their respective campuses, five out of six (83.3%) students at DVC live within that distance. Furthermore, one-third of the students in the national sample live at a distance of 21 or more miles from college, while approximately one-sixth of DVC students live within that distance.

Table 3A.1.13 Background Information, Item N: Distance from College

Distance between Residence and College	DVC %	National Norms %
Under 1 Mile	5.4	6.3
1 to 5 Miles	25.0	20.6
6 to 10 Miles	23.9	18.3
11 to 20 Miles	28.0	22.8
21 to 40 Miles	15.5	20.1
Over 40 Miles	2.3	11.9
Under 1 Mile	5.4	6.3
1 to 20 Miles	76.8	61.7
Over 21 Miles	17.8	32.0

Figure 3A.1.13 Background Information, Item N: Distance from College



Financial Aid

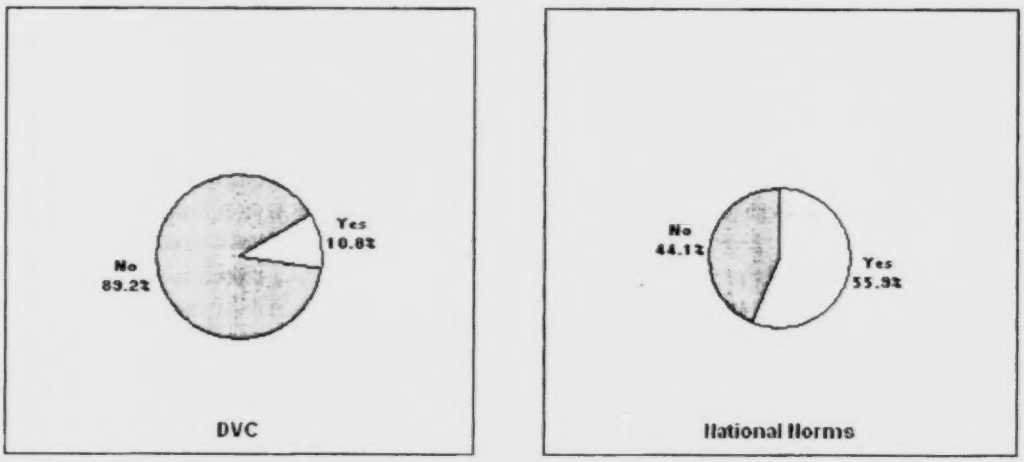
Response to the financial aid question indicates a striking difference between DVC and that of the national norms. Almost five times (56%) as many students in the national sample

received financial aid (scholarships, grants, work study, etc), compared to that at DVC (11%). The results of the survey indicate that DVC students are probably more affluent than the comparable students in the national sample. On the other hand, one may also interpret these results in a different way. Since the cost of education ($11 per credit hour) at DVC is affordable, a larger percentage of students would not need financial aid.

Table 3A.1.14 Background Information, Item O: Student Financial Aid

Receive Any Type of Financial Aid?	DVC %	National Norms %
Yes	10.8	55.9
No	89.2	44.1

Figure 3A.1.14 Background Information, Item O: Student Financial Aid



With respect to the current area of study, there are several major differences between the survey respondents at DVC and their national counterparts.

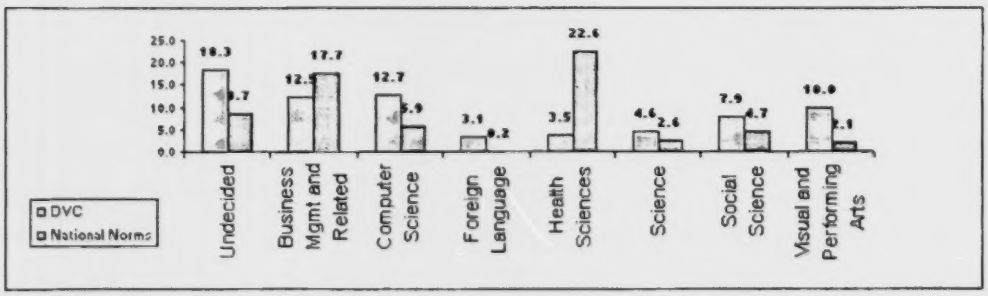
- DVC has twice as many survey respondents majoring in Computer Science (13%), compared to that in the national sample (6%).
- Visual and performing arts were chosen by five times as many students at DVC (10%) compared to that in the national sample (2%).
- Sciences (4.6%) and Social Sciences (7.9%) attract twice as many students, compared to that in the national sample (2.6% and 4.7%, respectively).
- Foreign languages are thriving at DVC (3%) compared to the national sample (0.2%).
- Health Sciences (22.6%) and Business (17.7%) are selected by more students in the national sample, compared to that at DVC (3.5% and 12.5%, respectively). These two disciplines account for two fifths (40%) of the majors in the national sample, but less than one sixth at DVC (15%).

The results further emphasize the characteristics of DVC as a transfer institution that places emphasis on the study of liberal arts and sciences, compared to the study of vocational and technical subjects.

Table 3A.1.15 Background Information, Item P: Current Area of Study

Main Area of Study	DVC %	National Norms %
Undecided	18.3	8.7
Business Mgmt and Related Disciplines	12.5	17.7
Community/Personal Services	1.9	4.5
Computer Science	12.7	5.9
Education/Teacher Education	7.5	10.0
Engineering and Related Tech.	7.3	6.6
Foreign Language	3.1	0.2
Health Sciences	3.5	22.6
Science	4.6	2.6
Social Science	7.9	4.7
Trade/Industrial Arts	0.2	4.2
Visual and Performing Arts	10.0	2.1
Other Areas	10.5	10.2

Figure 3A.1.15 Background Information, Item P: Current Area of Study



2. College Impressions

The second section of the ACT survey addresses four issues, namely: 1) reasons for attending DVC, 2) rating of the College at time of admission, 3) rating of the College after enrollment, and 4) overall impression of the quality of education at the College

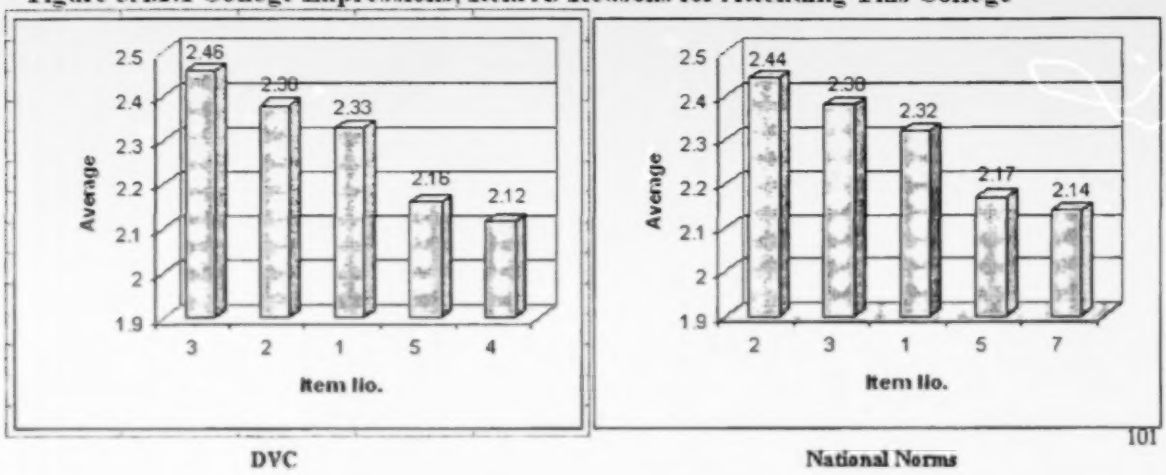
Reason for Attending DVC

The survey lists 12 reasons for selecting the College. Rating is based on a three-point scale: major reason (3), minor reason (2) and not a reason (1). The five top-rated reasons for attending DVC were: 1) affordability, 2) variety of courses, 3) convenient location, 4) quality and reputation and 5) flexibility of combining work and study. The top four reasons selected by DVC students are the same as those selected in the national sample, albeit with a different ranking order. The fifth reason related to flexibility was replaced by the College size. The order of reasons identified in the national sample were: 1) variety of courses, 2) affordability, 3) convenient location, 4) quality and reputation and 5) size of the college. It is apparent that the advice of parents and counselors did not rank high on the list of reasons for attending college.

Table 3A.2.1 College Impressions, Item A: Reasons for Attending This College

Rank	Item Text	Item No.	DVC Average	National Norms Average
1	Low Cost of Attending (Affordability)	3	2.46	2.38
2	Offered courses I want (Variety)	2	2.38	2.44
3	Convenient Location (Convenience)	1	2.33	2.32
4	Good Voc./Academic Reputation (Quality)	5	2.16	2.17
5	Could work while attending (Flexibility)	4	2.12	1.96
6	Good chance of personal success	8	2.05	1.55
7	Advice of parents or relatives	10	1.56	1.83
8	Liked the size of the college	7	1.50	2.14
9	Liked the social atmosphere	6	1.44	1.90
10	Advice of high school counselor, teacher, principal	11	1.33	1.55
11	Availability of scholarship or financial aid	9	1.30	1.30
12	Wanted to be with friends	12	1.25	1.22

Figure 3A.2.1 College Impressions, Item A: Reasons for Attending This College



DVC National Norms

Survey Research

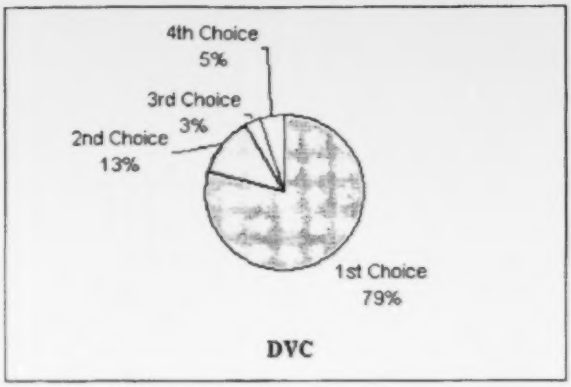
Rating of the College at the Time of Admission

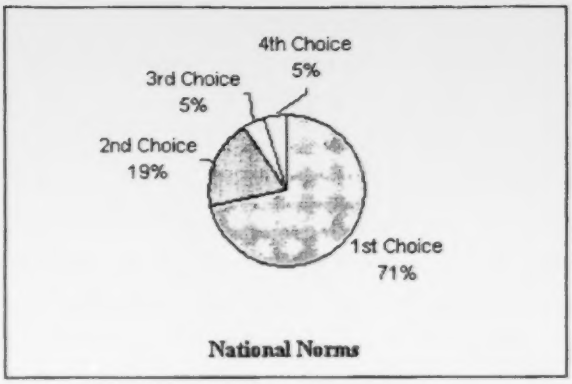
Based on the survey results, DVC was the first choice of almost 80 percent of the respondents. The comparable figure in the national sample was 71 percent. Furthermore, the group average based on a four-point scale indicates that DVC had a higher average (3.66) than that of the national norm (3.58). The four-point scale was: first choice (4), second choice (3), third choice (2), and fourth choice or lower (1). These results reflect DVC's reputation for quality among its constituents.

Table 3A.2.2 College Impression, Item B: Rating of College at Time of Admission

Text	DVC %	National Norms %
It was my first choice (4)	79.2	71.5
It was my second choice (3)	12.8	19.2
It was my third choice (2)	3.3	4.8
It was my fourth choice or lower (1)	4.7	4.5
Group average based on a 4-point scale	3.66	3.58

Figure 3A.2.2 College Impression, Item B: Rating of College at Time of Admission





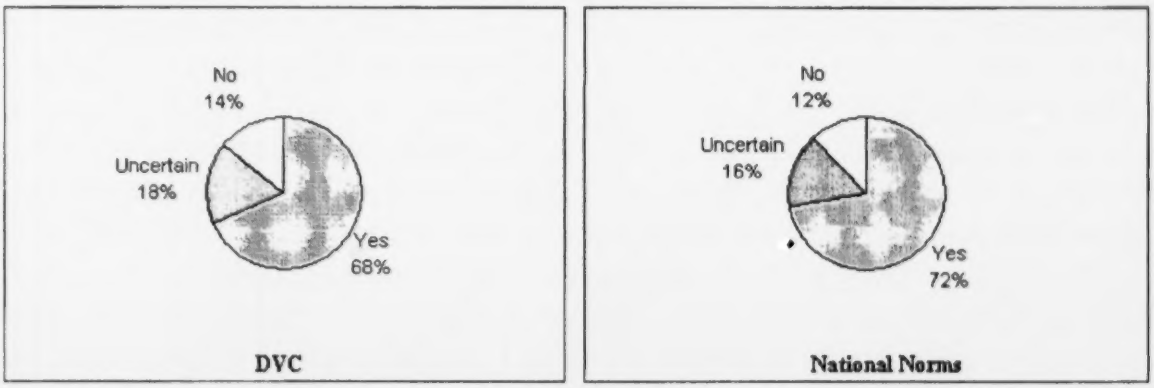
Rating of the College After Enrollment

The survey results show that 68 percent of the respondents would choose DVC again, compared to 72 percent of the respondents in the national sample. Reinforcing this difference, 14 percent of DVC respondents would not choose the College again compared to 12 percent in the national sample. The difference between the results of this question (Choosing this college again; 68%) and the results of the previous question (DVC as the first choice; 80%) may be understood in light of the satisfaction ratings of Sections III (College Services) and IV (College Environment) of the survey. In both of these sections, as will become evident in the next few pages, DVC's respondents had a relatively lower satisfaction rating than that of the national sample. These low ratings may explain the change in the respondents' impression before and after enrollment.

Table 3A.2.3 College Impression, Item C: Rating of the College After Enrollment

Would you choose this college again?	DVC %	National Norms %
Definitely Yes (5)	35.7	37.2
Probably Yes (4)	32.3	34.7
Uncertain (3)	17.9	16.2
Probably No (2)	8.5	7.5
Definitely No (1)	5.6	4.4
Group Average based on a 5-point scale	3.84	3.93

Figure 3A.2.3 College Impression, Item C: Rating of the College After Enrollment



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Survey Research

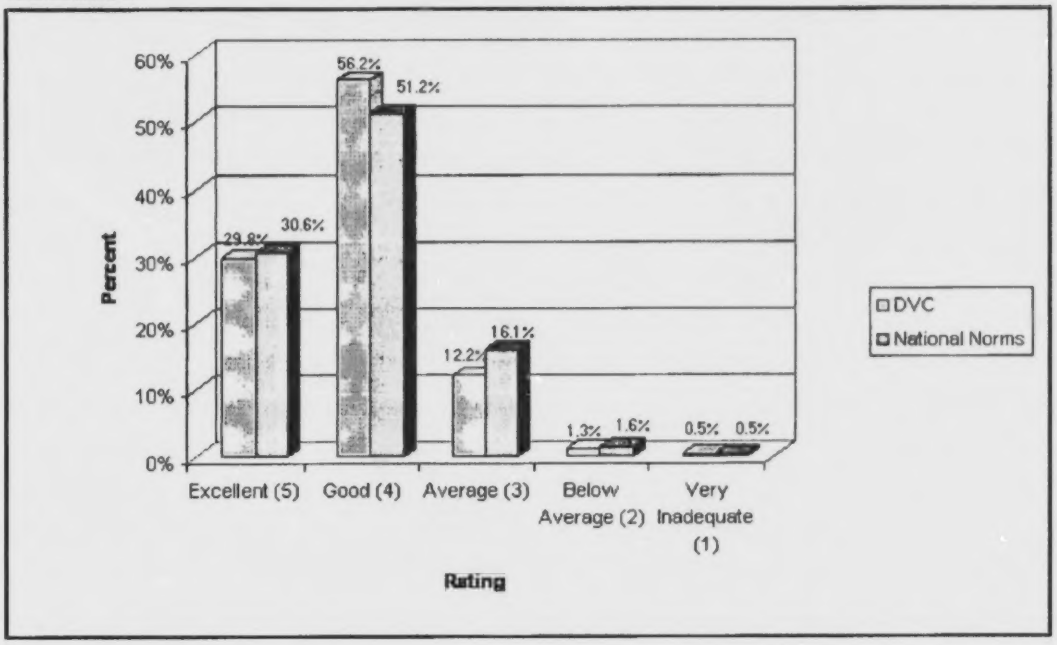
Overall College Impression

A five-point scale was used to measure the overall College impression. The scale used was: excellent (5), good (4), average (3), below average (2) and very inadequate (1). The survey respondents' overall impression about the quality of education compares favorably with that of the national norms. Approximately 30 percent rated the College as "excellent" (30.6 percent for the national sample) and 56 percent rated the College as "good" (51 percent for the national sample). The overall average shows DVC with 4.14 compared to 4.10 for the national sample.

Table 3A.2.4 College Impression, Item D: Overall Impression of Quality of Education

Rating	DVC %	National Norms %
Excellent (5)	29.8	30.6
Good (4)	56.2	51.2
Average (3)	12.2	16.1
Below Average (2)	1.3	1.6
Very Inadequate (1)	0.5	0.5
Group Average based on a five-point scale	4.14	4.10

Figure 3A.2.4 College Impression, Item D: Overall Impression of Quality of Education



In summary, respondents to the ACT Student Opinion Survey consider DVC to be a quality institution that offers a variety of courses in a convenient location at an affordable price. While the respondents' overall impression of the college is positive, there is room for improvement, particularly in the areas that students identify in the following two sections of the survey.

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Survey Research

3. College Services

The third section of the survey measures the students' use of, and satisfaction with, college services. Twenty services are rated on the basis of students' usage and their level of satisfaction. For service usage, there are three choices, including whether the respondents have or have not used the service or whether the service was not available at the College. With respect to the satisfaction levels for those who have used the service, the survey measures satisfaction on a five-point scale, including: very satisfied (5), satisfied (4), neutral (3), dissatisfied (2), and very dissatisfied (1).

Table 3A.3.1 presents a comparison between DVC and the national norms in terms of the percentage of service usage and the average level of satisfaction for each of the twenty services listed in the survey. These services are also ranked in descending order from the highest to the lowest level of satisfaction based on DVC's responses.

Table 3A.3.1 Satisfaction with College Services for Those Who Have Used This Service

Item No.	Item Text	Item Rank by Satisfac. Levels	DVC % Used	DVC Avg. Level of Satisfac.	National Norms % Used	National Norms Avg. Level of Satisfact.	Difference in Satisfact. Level
1	Academic Advising/Course Planning	14	51.1	3.55	59.4	3.92	-0.37*
2	Personal Counseling	15	18.7	3.55	14.7	4.06	-0.51*
3	Vocational Guidance/Career Planning	10	15.0	3.62	21.8	3.98	-0.36*
4	Job Placement	9	11.0	3.63	8.7	3.80	-0.17
5	Financial Aid Services	13	13.4	3.56	54.9	4.01	-0.45*
6	Recreational & Intramural	4	6.0	4.02	14.2	4.04	-0.02
7	Library/Learning Resources	5	60.0	3.97	71.1	4.07	-0.10*
8	Resident Hall Programs & Services	18	2.5	3.43	9.1	3.50	-0.07
9	Student Health Services	17	3.8	3.52	7.4	4.00	-0.48
10	College-Sponsored Tutorials	2	17.4	4.07	16.6	4.12	-0.05
11	Student Employment	8	9.3	3.70	11.4	4.07	-0.37*
12	Cafeteria/Food Services	19	66.0	3.29	51.1	3.53	-0.24*
13	College-Sponsored Social Activities	7	5.9	3.73	18.7	3.94	-0.21
14	Cultural Programs and Activities	3	8.9	4.06	11.1	4.05	0.01
15	College Orientation Program	11	34.3	3.62	41.6	3.87	-0.25*
16	Credit Examination (PEP,CLEP, etc.)	16	4.0	3.53	7.4	3.87	-0.34
17	Computer Services	6	47.8	3.95	58.0	4.12	-0.17*
18	Parking Facilities and Services	20	80.0	2.47	80.9	3.40	-0.93*
19	Veterans Services	12	3.8	3.59	5.8	3.99	-0.40
20	Day Care Services	1	3.3	4.26	3.5	4.12	0.14

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)
*Difference statistically significant at the .001 level (Two-Tailed T-Tests)

The five services with the highest usage rates at DVC include parking facilities and services, cafeteria/food services, library and learning resources, academic advising, and computer services. In the national sample, financial aid services replaced food services among the top five most used services. Student use of financial aid services represent one of the most striking differences between DVC's respondents and those in the national sample. While 55% of the students in the national sample used financial aid services, only 13% of the survey respondents at DVC used this service. This significant difference may be due to affordability of higher education and the economic well-being of the college population at DVC.

It should be noted that, since the survey was based on a national instrument, four of the services listed on the survey were not available at DVC. These services include: day care services for students, resident hall programs and services, student health services, and intramural services. Furthermore, two other services were used by a relatively smaller number of the respondents: veteran's services (27 persons, 3.8%) and credit by examination (36 persons, 4.0%). In examining the satisfaction level of different services, it may, therefore, be more useful to focus on available services that are used by a relatively large number of students. Furthermore, in comparing the satisfaction levels for DVC respondents with that of the national sample, emphasis should be placed on the statistically significant differences between the two groups.

An examination of the data presented in Table 3A.3.1 indicates that the following five available services have the highest satisfaction rating among DVC respondents.

Table 3A.3.2 College Services: Highest Satis

Item	Average Rating
(#10) College-sponsored tutorial services	4.07
(#14) Cultural programs and activities	4.06
(#7) Library/Learning resources	3.97
(#17) Computer services	3.95
(#13) College-sponsored social activities	3.73

On the other hand, the following five available services have the lowest satisfaction rating among DVC respondents:

Table 3A.3.3 College Services: Lowest Satisfaction Rating

Item	Average Rating
#18) Parking facilities and services	2.47
(#12) Cafeteria/Food services	3.29
(#2) Personal counseling	3.55

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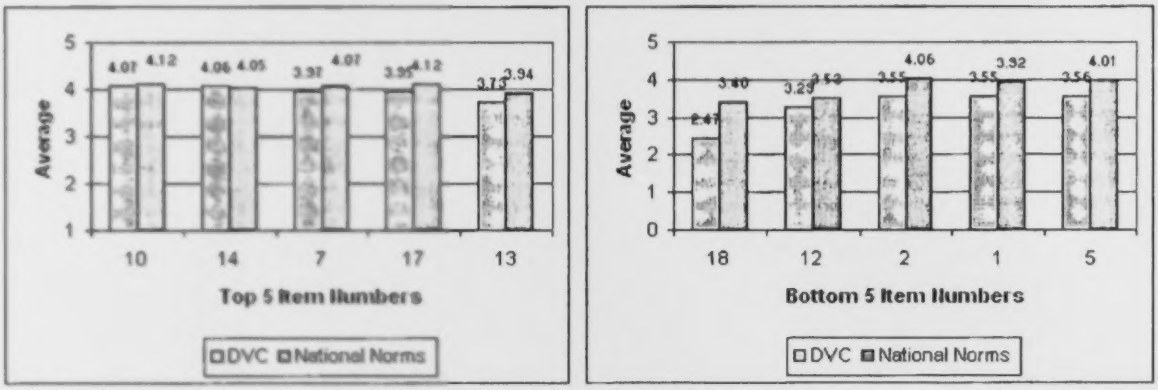
Figure 3A.3.1 Satisfaction with College Services for Those Who Have Used This Service

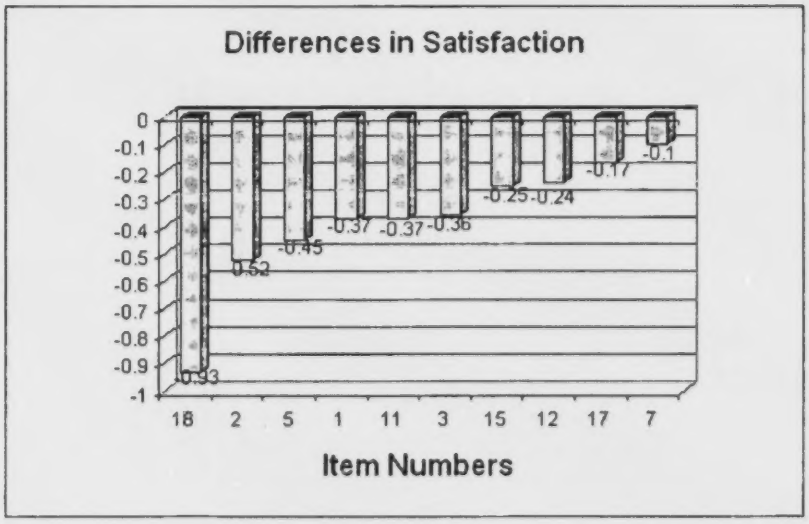


Analysis of the survey results indicate that there are ten services that represent statistically significant differences in the satisfaction rating between DVC respondents and that of the national sample. Differences were found to be statistically significant at the .001 level, using a two-tailed T-Test. These services are presented below in descending order based on the magnitude of the differences. All differences were negative, indicating that DVC's average level of satisfaction was below that of the national sample.

Table 3A.3.4 College Services: Statistically Significant Differences (DVC vs. National)

Item	Difference in Average Rating
Parking facilities and services	-0.93
Personal counseling	-0.52
Financial Aid services	-0.45
Academic Advising/Course Counseling	-0.37
Student employment services	-0.37
Vocational Guidance/Career Planning	-0.36
College Orientation program	-0.25
Cafeteria/Food services	-0.24
Computer services	-0.17
Library/Learning resources	-0.10

Figure 3A.3.2 Differences in Satisfaction Ratings Between DVC and National Sample



In summary, the policy implications of this analysis indicate that Diablo Valley

College should take the necessary steps to improve the quality of services in all 10 areas listed above. However, emphasis should be placed initially on the first six services, since they represent the widest differences in rating as compared to the national norms.

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4. College Environment

There are 44 questions in this section; they address a variety of issues related to the College environment. The questions are grouped into six categories:

- Academic Aspects (12 questions)
- Admissions (5 questions)
- Rules and policies (9 questions)
- Facilities (6 questions)
- Registration (4 questions)
- General (8 questions)

Student satisfaction with the College environment is measured on the basis of a five-point scale as follows: very satisfied (5), satisfied (4), neutral (3), dissatisfied (2), very dissatisfied (1). Respondents may also choose the category of "does not apply".

The tables and charts presented in this section provide a summary of the average responses based on the five-point scale. In addition, the tables present a comparison of the average satisfaction rating between DVC and the national sample.

Academic Aspects

The average satisfaction rating for the 12 items in this section ranges from 3.50 (availability of advisor) to 4.16 (variety of courses offered). The range for the national data falls between 3.86 (variety of courses) to 4.24 (class size relative to type of course). DVC has two items with satisfaction ratings exceeding that of the national sample:

- Variety of courses offered at DVC (4.16 for DVC vs. 3.86 for the national sample)
- Flexibility to design one's own program of study (3.98 for DVC vs. 3.90 for the national sample)

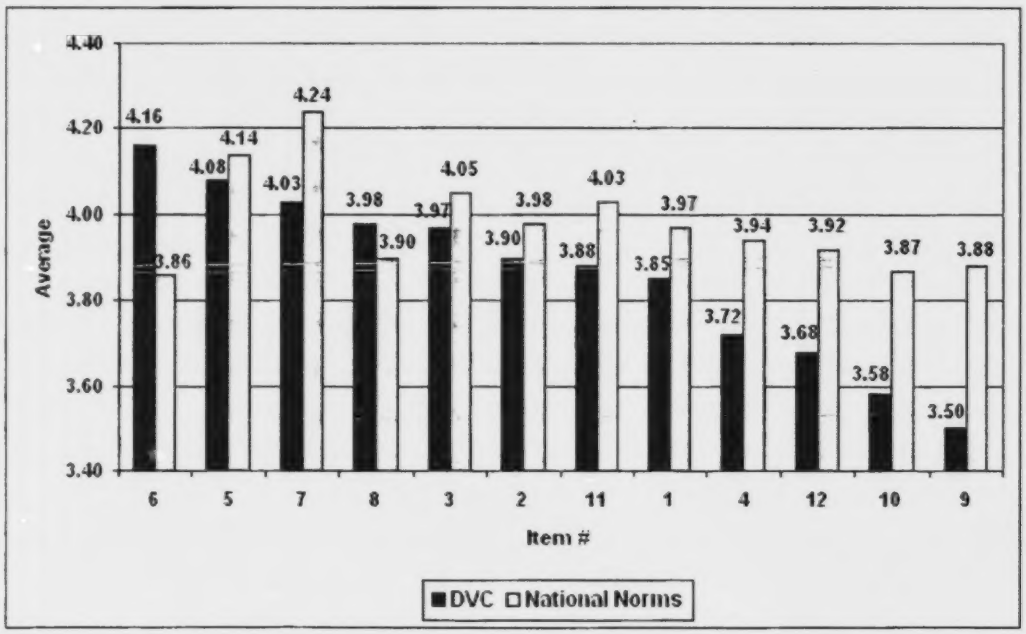
Satisfaction ratings for the remaining 10 items fall below that of the national sample. However, there are two significant differences between DVC's responses and that of the national sample. These differences exceed 0.25 points (5% of the maximum rating of 5):

- Availability of advisor (Difference of 0.38)
- Value of information provided by the advisor (Difference of 0.29)

Table 3A.4.1 College Environment: Satisfaction Level with Academic Aspects of DVC

Item No.	Text	DVC Average	National Norms Average
6	Variety of courses offered at this 2-year college	4.16	3.86
5	Attitude of the teaching staff toward student	4.08	4.14
7	Class size relative to the type of course	4.03	4.24
8	Flexibility to design your own program of study	3.98	3.90
3	Quality of instruction in your major area of study	3.97	4.05
2	Course content in your major area of study	3.90	3.98
11	Challenge offered by your program of study	3.88	4.03
1	Testing/grading system	3.85	3.97
4	Out-of-class availability of instructors	3.72	3.94
12	Preparation you are receiving for your chosen occupation	3.68	3.92
10	Value of information provided by your advisor	3.58	3.87
9	Availability of your advisor	3.50	3.88

Figure 3A.4.1 College Environment: Satisfaction Level with Academic Aspects of DVC



Admissions

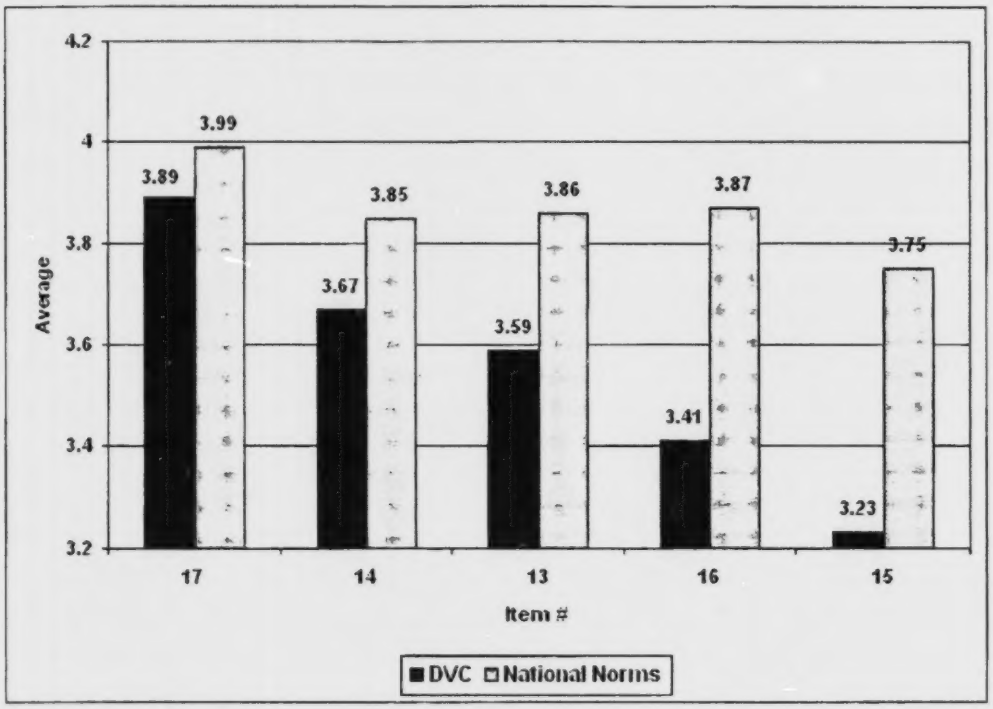
There are five items in this section with average ratings that range between 3.23 (availability of financial aid information) to 3.89 (college catalog/admission publications). All satisfaction ratings in this section fall below that of the national sample. Three items have average satisfaction rating differences (DVC less national) that exceed 0.25 points. These items are:

- Availability of financial aid information prior to enrolling (Difference of 0.52)
- Assistance provided by college staff upon entry (Difference of 0.46)
- General admissions/entry procedures (Difference of 0.27)

Table 3A.4.2 Satisfaction with the Admissions Aspects of DVC

Item No.	Text	DVC Average	National Norms Average
17	College catalog/admissions publications	3.89	3.99
14	Accuracy of college information you received before enrolling	3.67	3.85
13	General admissions/entry procedures	3.59	3.86
16	Assistance provided by the college staff when you entered this college	3.41	3.87
15	Availability of financial aid information prior to enrolling	3.23	3.75

Figure 3A.4.2 Satisfaction with the Admissions Aspects of DVC



Rules and Policies

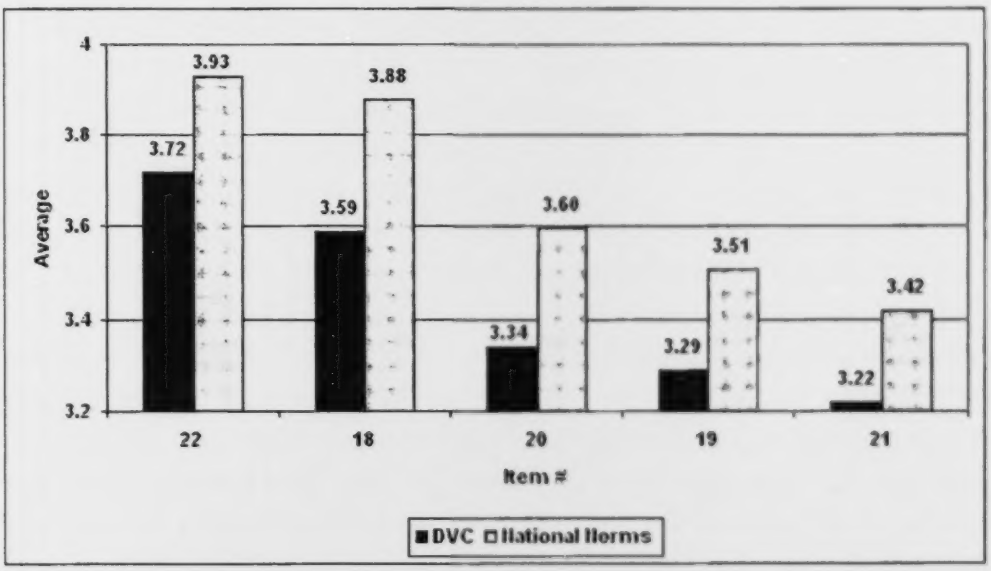
There are five items in this section with average satisfaction ratings that range from 3.22 (purpose for which activity fees are used) to 3.72 (personal security/safety at the campus). All satisfaction ratings in this area fall below that of the national norms. Two items have average satisfaction rating differences (DVC less national) in excess of 0.25 points. These items are:

- Rules governing student conduct (Difference of 0.29)
- Academic probation and suspension policies (Difference of 0.26)

Table 3A.4.3 College Environment: Satisfaction Level with the Rules & Policies Aspects of DVC

Item No.	Text	DVC Average	National Norms Average
22	Personal security/safety at this campus	3.72	3.93
18	Rules governing student conduct at this college	3.59	3.88
20	Academic probation and suspension policies	3.34	3.60
19	Student voice in college policies	3.29	3.51
21	Purposes for which student activity fees are used	3.22	3.42

Figure 3A.4.3 College Environment: Satisfaction Level with the Rules & Policies Aspects of DVC



Facilities

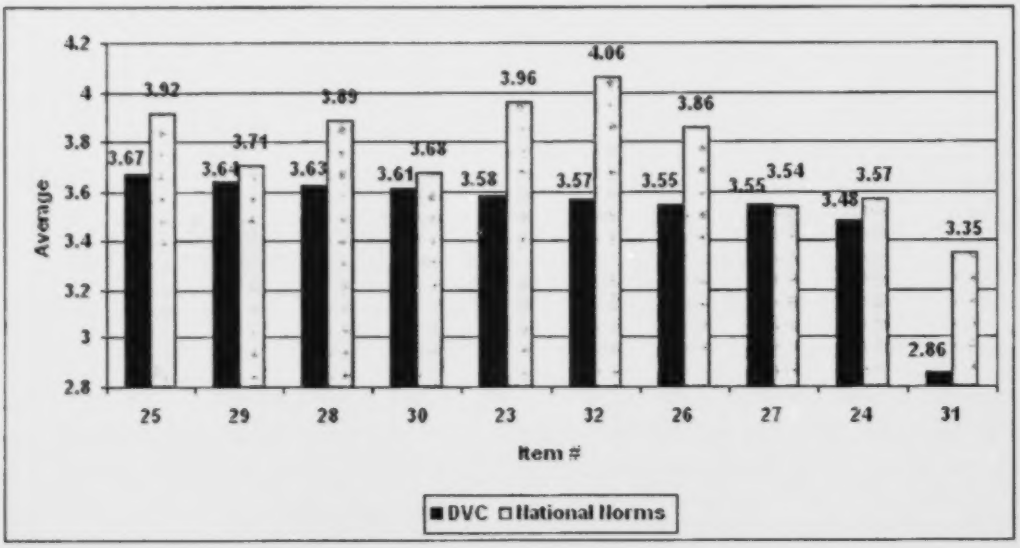
DVC's athletics facilities received an average satisfaction rating that exceeded that of the national sample, albeit with a small difference of only .01 points. The remaining nine items in this section have satisfaction ratings falling below that of the national norms. Five items have a rating difference (DVC vs. national) in excess of 0.25 points. These items and the respective differences are:

- General condition and appearance of buildings and grounds (Difference 0.49)
- Availability of adequate housing for students (Difference of 0.49)
- Classroom facilities (Difference of 0.38)
- Laboratory facilities (Difference of 0.31)
- Study areas (Difference of 0.26)

Table 3A.4.4 College Environment: Satisfaction Level with the Facilities of DVC

Item No.	Text	DVC Average	National Norms Average
25	Business-training facilities/equipment	3.67	3.92
29	Student community center/student union	3.64	3.71
28	Study areas	3.63	3.89
30	College bookstore	3.61	3.68
23	Classroom facilities	3.58	3.96
32	General condition and appearance of the buildings and grounds	3.57	4.06
26	Laboratory facilities	3.55	3.86
27	Athletics facilities	3.55	3.54
24	Industrial arts/shop facilities	3.48	3.57
31	Availability of adequate housing for students	2.86	3.35

Figure 3A.4.4 College Environment: Satisfaction Level with the Facilities at DVC



Registration

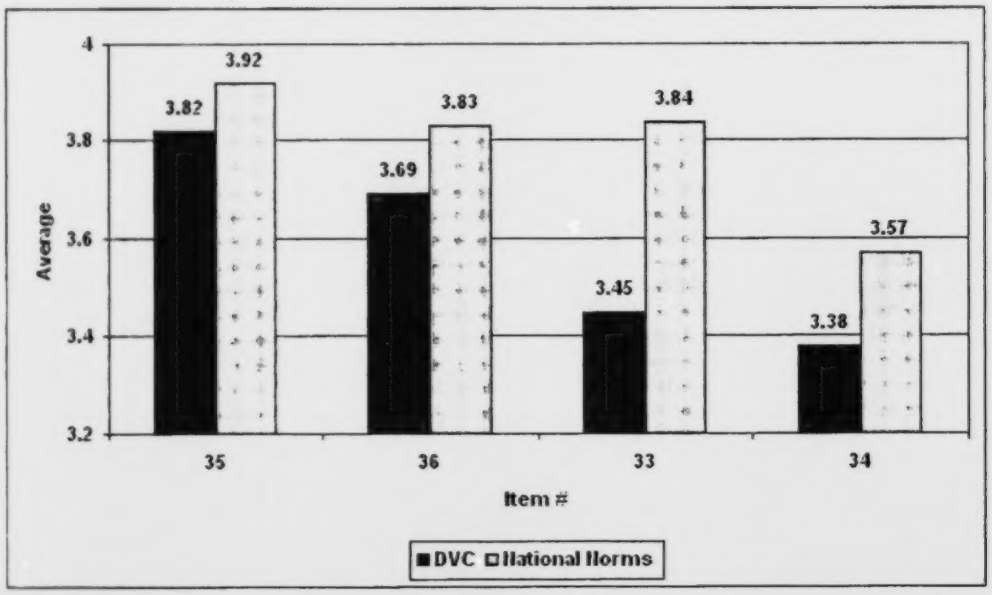
There are only four items in this section, all of which have average satisfaction ratings falling below that of the national norms. Only one item shows a significant difference in ratings between DVC and the national sample.

- General registration procedures (Difference of 0.39)

Table 3A.4.5 College Environment: Satisfaction Level with the Registration Aspects of

Item No.	Text	DVC Average	National Norms Average
35	Academic calendar for this college	3.82	3.92
36	Billing and fee payment procedures	3.69	3.83
33	General registration procedures	3.45	3.84
34	Availability of the course you want at times you can take them	3.38	3.57

Figure 3A.4.5 College Environment: Satisfaction Level with the Registration Aspects of DVC



General Aspects of the College

There are eight items in this section, all of which have average satisfaction ratings falling

below that of the national norms. Four items have average satisfaction rating differences (DVC less national norms) in excess of 0.25 points. These items include:

- Concern for student as an individual (Difference of 0.34)
- Opportunities for personal involvement in college activities (Difference of 0.31)
- Student government (Difference of 0.30)
- Attitude of the college non-teaching staff toward students (Difference of 0.26)

Table 3A.4.6 College Environment: Satisfaction Level with General Aspects of DVC

Item No.	Text	DVC Average	National Norms Average
44	This college in general	3.97	4.06
39	Racial harmony at this college	3.69	3.89
40	Opportunities for student employment	3.45	3.61
38	Attitude of the college non-teaching staff toward students	3.4	3.76
41	Opportunities for personal involvement in college activities	3.38	3.69
37	Concern for you as an individual	3.37	3.71
43	College media (student newspaper, campus radio, etc.)	3.34	3.53
42	Student government	3.21	3.51

5. Special Aspects of DVC

This section of the survey presents the analysis of the satisfaction ratings for a number of areas not covered by the standard survey questions. Fourteen additional items were included in this section - one item represents an addition to the demographic data of Section I. This demographic question asks the survey respondents to specify the location of their respective campus: Pleasant Hill, San Ramon, or both.

The remaining thirteen items address student satisfaction with specialized college services or environmental aspects of DVC. These thirteen items may be grouped into four categories:

- Diversity Issues (3 questions)
- Specialized Services (3 questions)
- Instructional Technology (3 questions)
- General Aspects of the College (4 questions)

A five-point scale was used to measure student satisfaction with the items indicated in this section: Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1). There is also a category for "Does Not Apply/Don't Know."

There is no reference to the national norms in this section. Analysis of the responses in this section are presented in the following tables and charts.

Campus Location

The survey results indicate that 8 our of 10 respondents attended classes solely on the main campus at Pleasant Hill, while one out of 10 attended classes solely at the San Ramon Valley Center; the remaining respondents attended classes at both locations. These results are presented in Table 3A.5.1.

Table 3A.5.1 Additional Questions: Campus Location

Item No.	Text	No.	Percent
14	Main Campus at Pleasant Hill	1012	80.5
	San Ramon Valley Center	127	10.1
	Both Locations	118	9.4
	Total Valid Responses	1257	100.0

Diversity

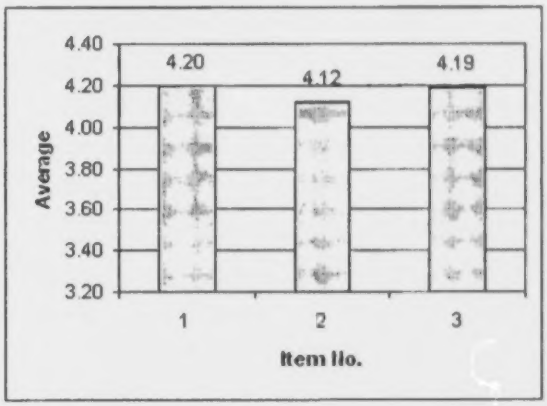
There are three questions on diversity related to gender, ethnicity and age issues. Respondents' satisfaction ratings with the College's diversity efforts were relatively high compared to the rest of the survey. These ratings speak well of DVC's efforts to enhance diversity among its student population. Table 3A.5.2 and the accompanying chart present this data.

Table 3A.5.2 Additional Questions: Diversity

Item No	Text	No. of Valid Responses	Average
1	This college is equally supportive of women and men.	942	4.20
2	This college is equally supportive of all racial and ethnic groups.	952	4.12
3	This college is equally supportive of all age groups.	1017	4.19

Total Responses: 1,265

Figure 3A.5.2 Additional Questions: Diversity



Satisfaction With Specialized Services

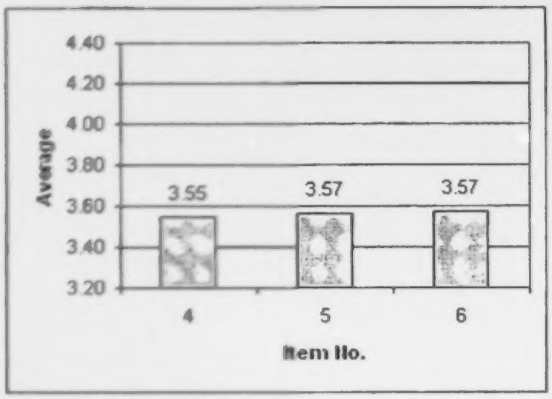
The three items in this section address the respondents' satisfaction with three services, namely: international student center, extended opportunity programs and services (EOPS), and disabled students programs and services (DSPS). Satisfaction ratings with these three services track the ratings of the 20 services in section 3, with a tendency to fall somewhere in the middle of these ratings. As expected, the number and percentage of respondents using these specialized services were relatively small and represent 20 to 30 percent of the survey respondents. Table 3A.5.3 and the accompanying chart present the average satisfaction ratings and the number of respondents.

Table 3A.5.3 Additional Questions: Specialized Services

Item No	Text	No. of Valid Responses	Average
4	The services and resources that are available to me through the International Students Center meet my basic needs.	383	3.55
5	The programs and services available to me through EOPS (Extended Opportunity Programs and Services) meet my basic needs.	324	3.57
6	The disabled student services available to me meet my basic needs.	260	3.57

Total Responses: 1,265

Figure 3A.5.3 Additional Questions: Specialized Services



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6. Summary and Implications for Planning

Summary

A student opinion survey was administered to a random sample of students enrolled at DVC in the fall term of 2000. The total number of students in the sample was 1,500 and the response rate was 84 percent. A standard national survey instrument was used to facilitate comparison with the national norms. The instrument used was the Student Opinion Survey (2-Year College Form) copyright by ACT, Inc. in 1997.

The most important outcome of the survey was the identification of areas of strengths and weaknesses in comparison with national norms. Areas of strengths were related to the overall quality of the institution, convenient location, variety of courses offered, and affordable price. Areas of weaknesses were related to parking, food services, counseling (including personal, academic and financial), conditions of buildings and grounds, availability of housing, and general registration procedures.

Planning Issues

Marketing efforts should aim at promoting those aspects of the college that were highly rated by the survey respondents. These aspects include:

· Convenient location
· Affordable price
· Variety of courses
· Class size
· Flexibility of program design
· Friendly instructional faculty
· Overall quality of the educational experience

The College should, on the other hand, develop programs to remedy the deficiencies that were evidenced by the respondents' low ratings. These include:

· Parking facilities and services
· Cafeteria and food services
· Counseling, including personal, academic and financial
· General condition and appearance of buildings and grounds
· Adequate housing
· General registration procedures
· Specialized services available through EOPS, DSPS and the International

Student Center

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in consultation with the Self Study Steering Committee and the Office of Planning, Research and Student Outcomes. Graphical design and printing of the survey was done through SCANTRON Corporation. Electronic scanning and tabulation of results was completed by the Office of Computer Services.

Collection of Data

The self study survey was distributed through campus mail to all employees at Diablo Valley College in February 2001. Completed surveys were returned to the Office of Planning, Research and Student Outcomes up until the middle of March 2001. Of the total number of 1,208 surveys that were distributed, 378 were completed - a response rate of 31 percent. Full-time faculty had the highest response rate of 60 percent (170 completed out of 283 distributed), followed by managers at 54 percent (27 completed out of 50 distributed) and the classified staff at 35 percent (92 completed out of 265 distributed). Surveys completed by the part-time faculty represent the lowest response rate of 14 percent (85 completed out of 610 distributed).

Survey Results

Analysis of survey results relied on a few statistical measures, including percentage, average (arithmetic mean), standard deviation and tests of statistical significance (Z test). Responses to survey items were analyzed using the four-point scale indicated earlier. The average and the standard deviation were computed for each of the 114 survey items. Averages were also computed for each of the ten sections and for the survey as a whole.

The discussion that follows addresses the following areas:

- Analysis of the demographic profile of the respondents
- Analysis of the overall results of the survey
- Analysis of results using the demographic variables

1. Demographic Profile

Several tables and figures provide a summary of the respondents' demographic data. The results of the survey indicate the following regarding each of the demographic categories.

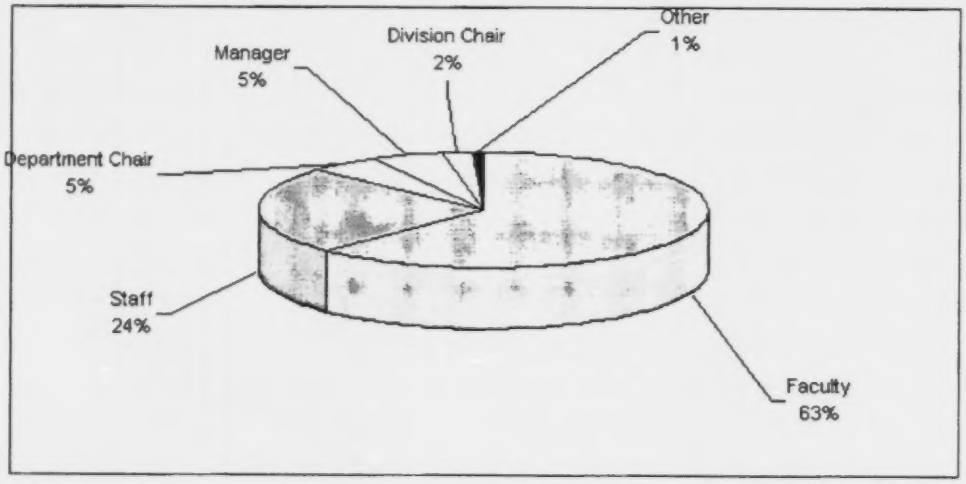
Position

Faculty members including departmental chairs constitute the majority of the survey respondents at 68 percent, followed by the staff at 24 percent, and the managers including division chairs at 7 percent.

Table 3B.1.1 Position

	No.	Percent
Faculty	235	62.33%
Staff	92	24.40%
Department Chair	20	5.31%
Manager	19	5.04%
Division Chair	8	2.12%
Other	3	0.80%

Figure 3B.1.1 Position



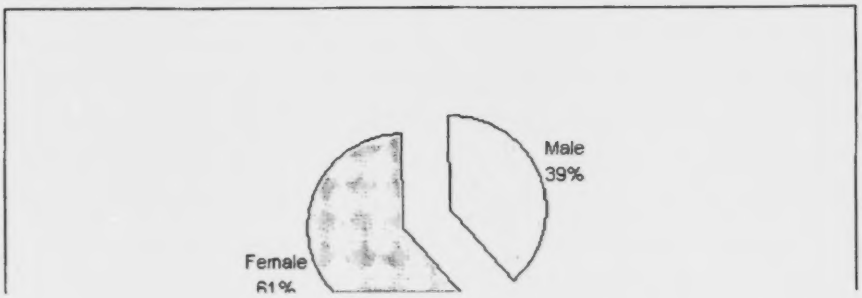
Gender

Female respondents constituted a majority at 61 percent, while male respondents were fewer (39 percent).

Table 3B.1.2 Gender

	No.	Percent
Male	144	38.71%
Female	228	61.29%

Figure 3B.1.2 Gender



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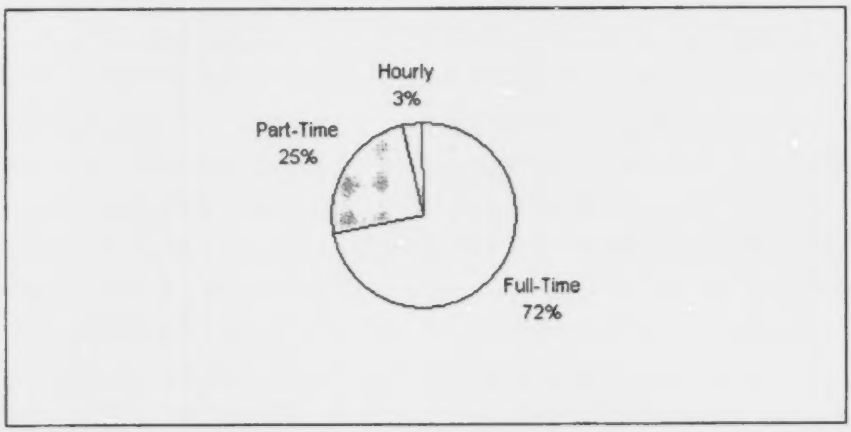
Employment Status

Full-time employees represented a commanding majority of the survey respondents (71 percent), while part-time and hourly employees represented only 29 percent.

Table 3B.1.3 Employment Status

	No.	Percent
Full-Time	267	71.39%
Part-Time	95	25.40%
Hourly	12	3.21%

Figure 3B.1.3 Employment Status



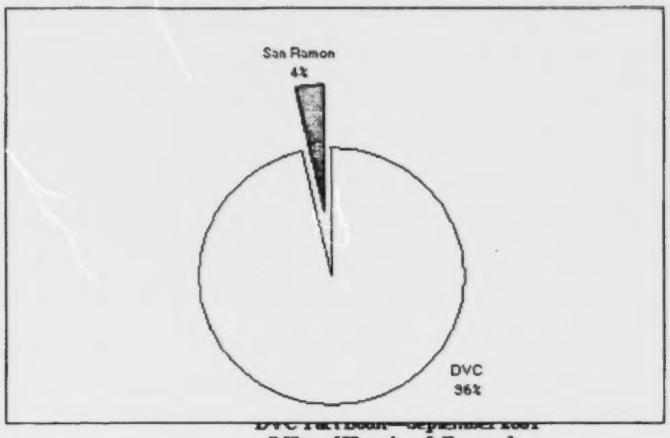
Campus Location

Almost all of the survey respondents (96 percent) were located on the Pleasant Hill campus, while only 4 percent (14 persons out of 378) were located in the San Ramon Valley Center.

Table 3B.1.4 Location

	No.	Percent
DVC campus at Pleasant Hill	361	96.27%
San Ramon campus	14	3.73%

Figure 3B.1.4 Location



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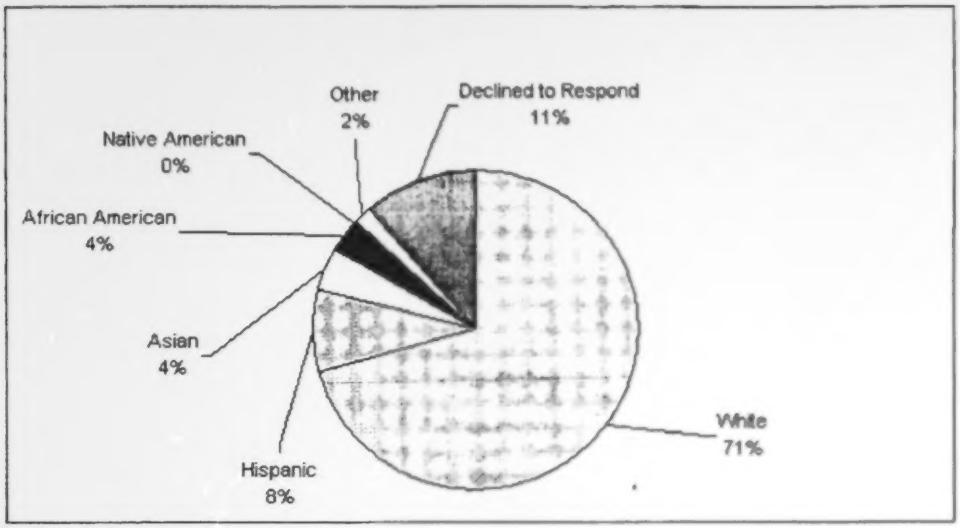
Ethnic Background

The majority of the respondents (71 percent) were white, while non-white respondents represent approximately 18 percent. A smaller number (42, 11 percent) of persons declined to state their ethnic background.

Table 3B.1.5 Ethnic Background

	No.	Percent
White	262	70.62%
Hispanic	31	8.36%
Asian	16	4.31%
African American	13	3.50%
Native American	1	0.27%
Other	6	1.62%
Declined to Respond	42	11.32%

Figure 3B.1.5 Ethnic Background



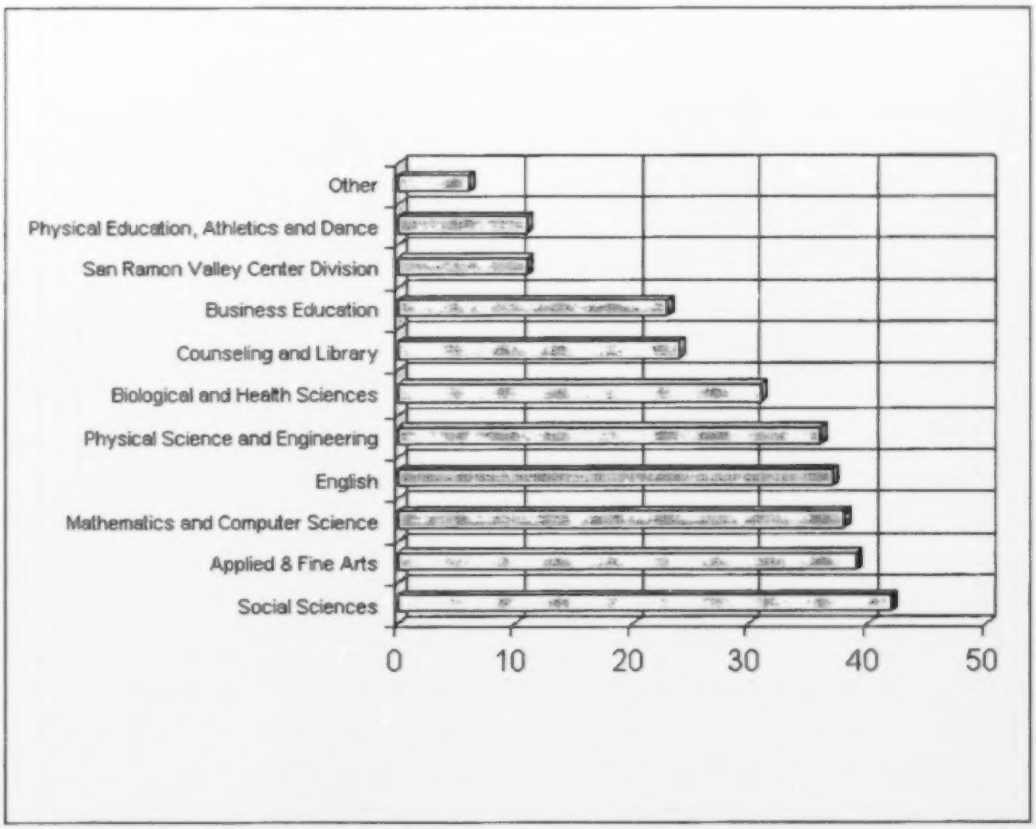
Instructional Division

The largest number of respondents (42) came from the Social Science Division, followed by Fine Arts (39), Mathematics (38) and English (37). These four divisions contributed approximately 50 percent of the respondents in the instructional area.

Table 3B.1.6 Instructional Division

	No.	Percent
Other	6	1.90%
Physical Education, Athletics and Dance	11	3.48%
San Ramon Valley Center Division	11	3.48%
Business Education	23	7.28%
Counseling and Library	24	7.59%
Biological and Health Sciences	31	9.81%
Physical Science and Engineering	36	11.39%
English	37	11.71%
Mathematics and Computer Science	38	12.03%
Applied & Fine Arts	39	12.34%
Social Sciences	42	13.29%

Figure 3B.1.6 Instructional Division



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Total Years of Experience

Persons with more than 20 years of total experience represent the largest percentage of

respondents (42 percent). In contrast, when the years of experience were limited only to DVC the percentage of this group drops down to only 15 percent of the respondents. On the other hand, the percentage of respondents with less than 10 years of experience at DVC was 51 percent while their overall years of experience were 28 percent. This juxtaposition clearly indicates that the majority of the respondents have accumulated many years of experience before joining DVC.

Table 3B.1.7 Total Years of Experience

	DVC		Overall	
Years of Experience	No.	%	No.	%
< 10 years	180	51.43%	79	28.11%
10 < 20 years	117	33.43%	84	29.89%
>= 20 years	53	15.14%	118	41.99%

Figure 3B.1.7 Total Years of Experience at DVC

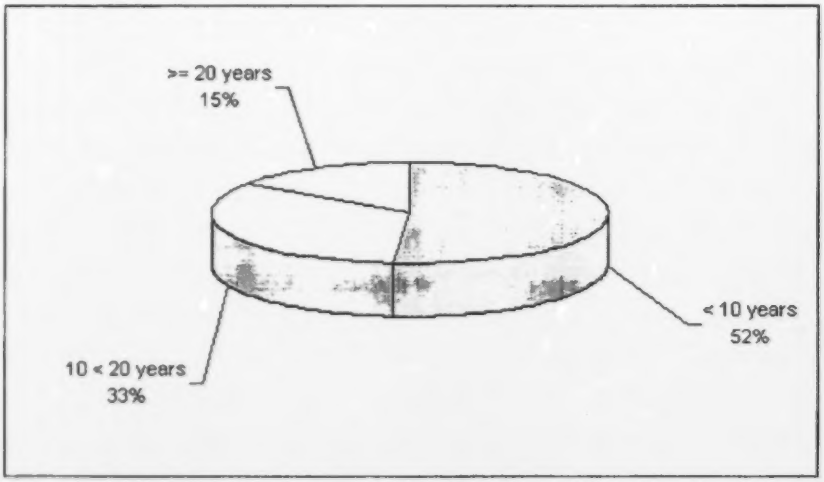
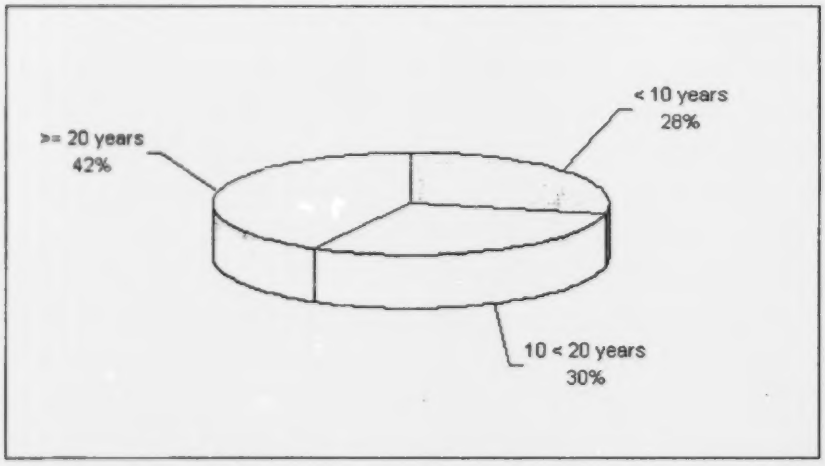


Table 3B.1.8 Total Years of Experience Overall



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2. Overall Results

Table 3B.2.1 provides the average rating score and the standard deviation for each of the survey items. In addition, the ranking of the averages from the lowest to the highest is a provided. A summary of the basic statistical measures and some observations regarding overall analysis are provided below.

1. For the overall survey, 77 percent of the responses were rated on the basis of the four-point scale, while 23 percent of the responses were either marked "Don't Know" or were blank (i.e. no response).
2. With respect to the (rated) responses, 14 percent were rated "Strongly agree", 56 perc were rated "Agree", 22 percent were rated "Disagree", and only 8 percent were rated "Strongly Disagree". In other words, 70% of the responses agreed or strongly agreed wit the statements. This is an indication that the overall response to the survey was positive.
3. The overall mean (average) of the survey is 2.76 (out of a maximum score of 4.0), the standard deviation is 0.79 and the median (50^{th} percentile) is 2.82. Since the median is slightly greater than the average, the distribution of responses is slightly skewed with m responses clustering toward the higher scores of "Strongly Agree" and "Agree".
4. The range of averages for the survey items falls between 1.71 and 3.46. The five surv items with the highest and lowest averages appear below:

<u>The Five Highest Averages</u>

Item# 47 DVC librarians are knowledgeable and helpful. 3.46
Item# 5a The college is successful in helping transfer students achieve their goals. 3.45
Item# 50a Learning resources are accessible to learning-disabled 3.28
Item# 49 I am aware of the library's hours, location and services 3.26
Item# 1 DVC's mission statement describes the broad educational purposes of the college adequately. 3.23

<u>The Five Lowest Averages</u>

Item# 78 The CCCCD chancellor manages resources and implements budget and expenditures priorities efficiently 1.71
Item# 77 The CCCCD chancellor provides effective leadership in defining goals, developing plans, and establishing priorities 1.84
Item# 80a The district and the college communicate effectively. 1.93
Item# 80b The district and the college communicate in a timely and efficient manner 1.95
Item# 79 The district provides effective services to support the mission and functions of the college. 2.03

5. The standard deviation for the overall survey is 0.79. A low standard deviation means the responses are less scattered and more homogeneous, while a high standard deviation means the responses are heterogeneous and more scattered. For the overall survey, low standard deviations are associated with items that have consensus of opinion, whereas, a high standard deviation is associated with items of disagreement or less consensus. The five survey items with the lowest and highest standard deviations appear below:

The Five Lowest Standard Deviations

Item# 50c Learning resources are accessible to other students 0.51
Item# 50a Learning resources are accessible to learning-disabled students. 0.52
Item# 28 Students completing programs demonstrate achievement of of stated learning outcomes. 0.52
Item# 5a The college is successful in helping transfer students Achieve their educational goals. 0.53
Item# 42a DVC sustains an environment that fosters intellectual development for its students 0.53

The Five Highest Standard Deviations

Item# 70 The college president provides effective leadership in defining goals, developing plans, and establishing priorities 0.95
Item# 71 DVC is administratively organized to reflect the institution's purposes, size and complexity. 0.88
Item# 73 The college administration provides leadership that supports an effective learning environment. 0.87
Item# 77 The CCCCD chancellor provides effective leadership in defining goals, developing plans and establishing priorities 0.86
Item# 58 DVC has equitable workloads for its employees. 0.85

6. When items are grouped by the accreditation standards, the two standards with the highest average score are Standard 6, Information and Learning Resources (3.09) and Standard 1, Institutional Mission (3.07). On the other hand, the lowest average scores are associated with Standard 8, physical Resources (2.41) and Standard 9, Financial Resources (2.43).

In summary, items with the lowest averages and those with the highest standard deviations should be examined more closely. Each category presents the College with a different set of challenges. In the meantime the College

should make every effort to enhance areas of strengths (high averages) as well as those items that reflect consensus (low standard deviation).

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Table 3B.2.1 Ranking of Item Averages in Ascending Order

Rank	Item No	Item	Item Average	Item Std. Dev.
1	78	The CCCCD chancellor manages resources and implements budget and expenditures priorities efficiently.	1.71	0.82
2	77	The CCCCD chancellor provides effective leadership in defining goals, developing plans, and establishing priorities for the District.	1.84	0.86
3	80a	The district and the college communicate: Effectively	1.93	0.79
4	80b	The district and the college communicate: In a timely and efficient manner	1.95	0.79
5	79	The district provides effective services to support the mission and functions of the college.	2.03	0.84
6	62c	These DVC physical resources are well-maintained: Classrooms	2.12	0.76
7	60	The present number of employees is sufficient to meet the needs of students and the institution at large.	2.17	0.79
8	62a	These DVC physical resources are well-maintained: Mechanical equipment	2.18	0.82
9	61	Space is adequate to meet my department's institutional function.	2.22	0.81
10	67	DVC's financial resources are adequate to support its institutional programs and services.	2.23	0.71
11	24b	The following resources are adequate to support DVC's educational programs regardless of location or method of instructional delivery: Physical Resources	2.30	0.76
12	13	I am aware of the services available from DVC's Planning and Research Office.	2.32	0.72
13	75d	The following have a substantive role in institutional governance: Students	2.33	0.75
14	62f	These DVC physical resources are well-maintained: Equipment	2.37	0.78
15	73	The college administration provides leadership that supports an effective learning environment.	2.38	0.87
16	58	DVC has equitable workloads for its employees.	2.41	0.85
17	75c	The following have a substantive role in institutional governance: Classified Staff	2.41	0.74
18	64a	DVC's equipment is adequate and appropriate for: Instructional functions	2.41	0.72
19	69	DVC's process for prioritizing special funding projects is fair.	2.41	0.83
20	66	Security and safety procedures are adequate for the college.	2.42	0.77
21	72	DVC is administratively organized to reflect the institution's purposes, size and complexity.	2.43	0.79
22	62d	These DVC physical resources are well-maintained: Offices	2.43	0.77
23	65	Physical resource planning and evaluation are congruent with institutional goals.	2.44	0.75
24	63	Custodial services are satisfactory.	2.45	0.75
25	68b	DVC's communications regarding special funding opportunities (e.g., program augmentations, Partnership for Excellence (PFE), equipment) are: Timely	2.49	0.81
26	64b	DVC's equipment is adequate and appropriate for: Non-instructional services	2.49	0.71
27	16	DVC's institutional planning process is well defined.	2.50	0.71
28	24c	The following resources are adequate to support DVC's educational programs regardless of location or method of instructional delivery: Technological Resources	2.51	0.71
29	55	DVC's employee evaluation system is effective.	2.52	0.84
30	70	The college president provides effective leadership in defining goals, developing plans, and establishing priorities for the institution.	2.57	0.95
31	71	The college president manages resources and implements budget and expenditures priorities efficiently.	2.60	0.88
32	17	DVC's institutional planning process is participatory and allows for input by all segments of the college community.	2.61	0.80

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Table 3B.2.1 Ranking of Item Averages in Ascending Order (Continued)

33	68a	DVC's communications regarding special funding opportunities (e.g., program augmentations, Partnership for Excellence (PFE), equipment) are: Accurate	2.62	0.79
34	25b	The following advising programs adequately meet student needs for information and advice: Advising by counselors	2.63	0.76
35	31	The process for approving programs and curriculum is effective.	2.63	0.75
36	57	The collegial relationship between DVC's full-time and part-time/hourly employees is satisfactory.	2.64	0.79
37	62b	These DVC physical resources are well-maintained: Parking lot	2.65	0.76
38	3	DVC's mission statement is the driving force behind the college's strategic plans in matters of the budget and curriculum.	2.65	0.79
39	24a	The following resources are adequate to support DVC's educational programs regardless of location or method of instructional delivery: Human Resources	2.67	0.73
40	74d	The following have a clearly defined role in institutional governance: Students	2.68	0.70
41	74c	The following have a clearly defined role in institutional governance: Classified Staff	2.68	0.74
42	38	DVC's procedures for the design and approval of all courses (credit, noncredit, contract education, not-for-credit and other programs) are appropriate to the needs of the college.	2.71	0.72
43	62a	These DVC physical resources are well-maintained: Grounds	2.71	0.76
44	21	DVC systematically reviews its planning, research, and evaluation efforts to determine their effectiveness.	2.73	0.66
45	19	DVC effectively documents the achievement of its institutional outcomes.	2.73	0.69
46	25a	The following advising programs adequately meet student needs for information and advice: Advising by faculty	2.73	0.71
47	35	DVC's articulation program with local high schools is effective.	2.73	0.71
48	33	DVC ensures quality of instruction and academic rigor in courses regardless of location or instructional delivery method.	2.74	0.70
49	39	DVC's procedures for the evaluation of all courses (credit, noncredit, contract education, not-for-credit and other programs) are appropriate to the needs of the college.	2.75	0.67
50	4	DVC provides leadership in the economic development of its service area.	2.76	0.73
51	43	DVC supports and encourages the development of civic responsibility in its students.	2.76	0.66
52	15	My organizational unit or department makes effective use of program evaluation results to improve the quality of programs and services.	2.77	0.81
53	46c	The following learning resources at DVC are sufficient to support the curriculum: Electronic and internet information	2.79	0.70
54	20	DVC effectively communicates information about its quality assurance (e.g. accreditation status, transfer rate, success rate) to the public.	2.79	0.71
55	37	Alternative instructional delivery (I.e., distance education, flexible scheduling) meets students need and adhers to course outlines.	2.80	0.68
56	42b	DVC sustains an environment that fosters these kinds of development for its students: Ethical	2.81	0.64
57	30	I understand DVC's process for approving curriculum and programs	2.82	0.76
58	74a	The following have a clearly defined role in institutional governance: Administration	2.82	0.77
59	46b	The following learning resources at DVC are sufficient to support the curriculum: Media	2.83	0.68
60	14	My organizational unit or department has a well-developed process of planning to meet its program goals.	2.83	0.75
61	32b	DVC's curriculum process recognizes the central role of faculty in: Evaluating educational programs	2.84	0.67

Table 3B.2.1 Ranking of Item Averages in Ascending Order (Continued)

62	46a	The following learning resources at DVC are sufficient to support the curriculum: Library	2.85	0.69
63	10	DVC provides clear expectations concerning the principles of academic honesty and the penalties for plagiarism and cheating.	2.86	0.74
64	51	DVC provides sufficient training to ensure that information and learning resources can be used effectively.	2.86	0.71
65	75b	The following have a substantive role in institutional governance: Faculty	2.87	0.74
66	40	DVC involves students, as appropriate, in planning and evaluating student support services.	2.87	0.62
66	29d	Students completing current G.E. requirements demonstrate college level competence in: Critical thinking	2.87	0.66
68	56	The current system of hiring supports DVC's efforts to diversify its personnel.	2.88	0.69
69	8	DVC is an institution where people can openly express divergent opinions.	2.89	0.80
70	29a	Students completing current G.E. requirements demonstrate college level competence in: Use of language	2.90	0.60
71	29c	Students completing current G.E. requirements demonstrate college level competence in: Computation/Mathematics	2.90	0.60
72	11	Through policies and practices, DVC demonstrates an appropriate understanding of and concern for issues of equity.	2.91	0.75
73	27	Degree and certificate programs are well designed, taking into consideration length, sequence of courses, and learning resources.	2.91	0.69
74	29b	Students completing current G.E. requirements demonstrate college level competence in: Scientific reasoning	2.93	0.58
75	32a	DVC's curriculum process recognizes the central role of faculty in: Developing and Implementing	2.93	0.67
76	23	DVC's course offerings meet the demands of today's job market.	2.93	0.58
77	53b	The current hiring system provides DVC with: Qualified part-time employees	2.94	0.64
78	34	The evaluation of student learning is based upon clearly stated and published criteria.	2.95	0.62
79	74b	The following have a clearly defined role in institutional governance: Faculty	2.95	0.68
80	18	DVC has clearly-defined specific institutional outcome objectives (e.g. degrees awarded, transfers to four-year institutions, success and retention rates).	2.96	0.63
81	44	DVC's curriculum addresses differences in learning styles.	2.96	0.61
82	76c	The faculty exercise a substantial voice in the following matters: Institutional policies (e.g., academic)	2.97	0.71
83	59	Employee competency is sufficient to address the needs of students and the institution at large.	2.97	0.62
84	12	Through policies and practices, DVC demonstrates an appropriate understanding of and concern for issues of diversity.	2.97	0.70
85	9	DVC's faculty and staff present relevant data fairly and objectively.	2.99	0.57
86	54	DVC adheres to written policies ensuring fairness in hiring procedures.	2.99	0.76
87	22	DVC's programs and current curriculum meet the needs of the community.	3.00	0.61
88	41	DVC maintains a campus climate which fosters an appreciation of cultural diversity.	3.01	0.63
89	5b	The college is successful in helping the following achieve their educational goals: Vocational/ occupational students	3.01	0.69
90	45	DVC provides adequate support for students with different abilities to demonstrate academic competence.	3.02	0.65
91	5d	The college is successful in helping the following achieve their educational goals: Basic skills students	3.03	0.62

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Table 3B.2.1 Ranking of Item Averages in Ascending Order (Continued)

92	26	Students in my departmental programs are able to complete their educational goals within a reasonable time.	3.03
93	42a	DVC sustains an environment that fosters these kinds of development for its students: Intellectual	3.04
94	50b	Learning resources are accessible to: Students taking distance learning	3.06
95	52	DVC's Staff Development programs promote improved professional expertise.	3.06
96	28	Students completing programs demonstrate achievement of stated learning outcomes.	3.07
97	76a	The faculty exercise a substantial voice in the following matters: Educational programs appropriate to	3.07
98	53a	The current hiring system provides DVC with: Qualified full-time employees	3.08
99	76b	The faculty exercise a substantial voice in the following matters: Hiring and evaluating of faculty	3.08
100	7	Information in DVC's catalog is easy to understand.	3.09
101	5e	The college is successful in helping the following achieve their educational goals: ESL students	3.10
102	5c	The college is successful in helping the following achieve their educational goals: Life-long learning students	3.13
103	48	DVC computer and media services personnel are knowledgeable and helpful.	3.14
104	36	DVC's articulation transfer agreements with colleges and universities meet the needs of transfer students.	3.15
105	6	DVC is committed to academic freedom.	3.17
106	2	I understand clearly the content of DVC's mission statement.	3.17
107	50d	Learning resources are accessible to: Faculty	3.20
108	75a	The following have a substantive role in institutional governance: Administration	3.22
109	50c	Learning resources are accessible to: Other students	3.22
110	1	DVC's mission statement describes the broad educational purposes of the college adequately.	3.23
111	49	I am aware of the library's hours, location, and services.	3.26
112	50a	Learning resources are accessible to: Learning-disabled students	3.28
113	5a	The college is successful in helping the following achieve their educational goals: Transfer student	3.45
114	47	DVC librarians are knowledgeable and helpful.	3.46

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Figure 3B.2.1 Item Ranking in Ascending Order

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Statistically Significant Differences

One of the questions raised is, "At what point would differences between item averages and the overall average became statistically significant?" Identification of the statistically significant differences substitutes subjectivity and personal judgment with more objective and reliable measures, and therefore lends more credibility to the inferences (predictions, decisions) that follow.

Statistical significance may be computed (using the Z test) at the .01 and the .001 levels, meaning that we may be in error in assuming a statistically significant difference between the averages for two items or a pair of data, either one per hundred or one per thousand. In other words, we would be confident to assume a difference between two averages either 99 percent or 99.9 percent of the time. The smaller the error rate (.01 vs. .001), the higher the level of statistical accuracy and reliability of our predictions. In this section, statistical significance is marked by two (**) for the .001 levels of significance.

The difference between the average score for each survey item and the overall average of the survey (2.76) may be positive, negative or zero (no difference). Positive differences are perceived as strengths for the college, while negative differences are perceived as weaknesses.

Statistically significant differences are grouped together in Table 3B.2.2. This

table presents a list of 75 averages that were found to be significantly different from the overall average at the .001 level. The following observations may be made about the statistically significant differences:

1. Of the 75 items that have statistically significant differences, 45 items represent positive differences of perceived strengths, while 30 items represent negative differences of perceived weaknesses.

2. Perceived strengths of the college are in the areas of institutional mission, institutional integrity, student support, and information and learning resources. Weaknesses are clearly evident in the areas of physical and financial resources. The remaining four areas of institutional effectiveness, educational programs, faculty and staff, and governance, represented a mixed bag with pockets of statistically significant differences on both sides (positive and negative).

3. The highest statistically significant positive differences classified by the accreditation standards are:

· Standard 1 (Item #5a): The College is successful in helping transfer students achieve their educational goals.
· Standard 2 (Item #6): DVC is committed to academic freedom.
· Standard 3 (Item #18): DVC has clearly defined, specific institutional outcome objectives.

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· Standard 4: DVC's articulation transfer agreements with colleges and universities meet the needs of transfer students (Item #36).
· Standard 5: DVC sustains an environment that fosters intellectual development of its students (Item #42a).
· Standard 6: DVC Librarians are knowledgeable and helpful (Item #47).
· Standard 7: The current hiring system provides DVC with qualified full-time employees (Item #53a).
· Standard 10: The College administration has a substantial role in institutional governance (Item #75).

There were no statistically significant positive differences for Standards 8 (Physical Resources) and 9 (Financial Resources).

4. The highest statistically significant negative differences classified by accreditation standards are:

· Standard 3 (Item #13): Respondents [are not aware] of the services available from DVC's Planning and Research Office
· Standard 4 (Item #246): The physical resources are [not] adequate to support

DVC's educational programs regardless of location or method of instructional delivery.
· Standard 7 (Item #60): The present number of employees is [not] sufficient to meet the needs of students and the institution at large.
· Standard 8 (Item #62c): DVC's classrooms are [not] well maintained
· Standard 9 (Item #57): DVC's financial resources are [not] adequate to support its institutional programs and services.
· Standard 10 (Item #78): The CCCCD Chancellor does [not] manage resources or implement budget and expenditures priorities efficiently.

There were no statistically significant negative differences for Standards 1 (Mission), 2 (Integrity), 5 (Student services), and 6 (Information resources).

The above list of statistically significant positive and negative differences between item means and the overall mean of the survey constitutes a starting point in planning for the College. Positive differences should be enhanced and strengthened; while negative differences should be addressed, and a plan of action should be developed to remedy the weaknesses.

Table 3B.2.2 Statistically Significant Differences

Item	Item		Difference	
	No. of Responses	Avg.	(item average less overall average) Positive	Negative
STANDARD 1: INSTITUTIONAL MISSION				
1. DVC's mission statement describes the broad educational purposes of the college adequately.	311	3.23	0.47**	
2. I understand clearly the content of DVC's mission statement.	308	3.17	0.41**	
5. The college is successful in helping the following achieve their educational goals:				
a. Transfer student	334	3.45	0.69**	
b. Vocational/occupational students	297	3.01	0.25**	
c. Life-long learning students	318	3.13	0.37**	
d. Basic skills students	293	3.03	0.27**	
e. ESL students	269	3.10	0.34**	
STANDARD 2: INSTITUTIONAL INTEGRITY				
6. DVC is committed to academic freedom.	339	3.17	0.41**	
7. Information in DVC's catalog is easy to understand.	355	3.09	0.33**	
9. DVC's faculty and staff present relevant data fairly and objectively.	326	2.99	0.23**	
11. Through policies and practices, DVC demonstrates an appropriate understanding of and concern for issues of equity.	330	2.91	0.15**	
12. Through policies and practices, DVC demonstrates an appropriate understanding of and concern for issues of diversity.	338	2.97	0.21**	
STANDARD 3: INSTITUTIONAL EFFECTIVENESS				
13. I am aware of the services available from DVC's Planning and Research Office.	311	2.32		-0.44**
16. DVC's institutional planning process is well defined.	264	2.50		-0.26**
18. DVC has clearly-defined, specific institutional outcome objectives (e.g. degrees awarded, transfers to four-year institutions, success and retention rates).	301	2.96	0.20**	

Table 3B.2.2 Statistically Significant Differences (Continued)

STANDARD 4: EDUCATIONAL PROGRAMS				
22. DVC's programs and current curriculum meet the needs of the community.	327	3.00	0.24**	
23. DVC's course offerings meet the demands of today's job market.	317	2.93	0.17**	
24. The following resources are adequate to support DVC's educational programs regardless of location or method of instructional delivery:				
b. Physical Resources	316	2.30		-0.46**
c. Technological Resources	318	2.51		-0.25**
26. Students in my departmental programs are able to complete their educational goals within a reasonable time.	285	3.03	0.27**	
27. Degree and certificate programs are well designed, taking into consideration length, sequence of courses, and learning resources.	288	2.91	0.15**	
28. Students completing programs demonstrate achievement of stated learning outcomes.	252	3.07	0.31**	
29. Students completing current G.E. requirements demonstrate college level competence in:				
a. Use of language	240	2.90	0.14**	
b. Scientific reasoning	210	2.93	0.17**	
c. Computation/Mathematics	207	2.90	0.14**	
32. DVC's curriculum process recognizes the central role of faculty in:				
a. Developing and implementing educational programs	285	2.93	0.17**	
34. The evaluation of student learning is based upon clearly stated and published criteria.	267	2.95	0.19**	
36. DVC's articulation transfer agreements with colleges and universities meet the needs of transfer students.	272	3.15	0.39**	
STANDARD 5: STUDENT SUPPORT AND DEVELOPMENT				
41. DVC maintains a campus climate which fosters an appreciation of cultural diversity.	327	3.01	0.25**	
42. DVC sustains an environment that fosters these kinds of development for its students.				
a. Intellectual	318	3.04	0.28**	
44. DVC's curriculum addresses differences in learning styles.	289	2.96	0.20**	
45. DVC provides adequate support for students with different abilities to demonstrate academic competence.	306	3.02	0.26**	

Table 3B.2.2 Statistically Significant Differences (Continued)

STANDARD 6: INFORMATION AND LEARNING RESOURCES				
47. DVC librarians are knowledgeable and helpful.	303	3.46	0.70**	
48. DVC computer and media services personnel are knowledgeable and helpful.	312	3.14	0.38**	
49. I am aware of the library's hours, location, and services.	322	3.26	0.50**	
50. Learning resources are accessible to:				
a. Learning-disabled students	298	3.28	0.52**	
b. Students taking distance learning	179	3.06	0.30**	
c. Other students	229	3.22	0.46**	
d. Faculty	279	3.20	0.44**	
STANDARD 7: FACULTY AND STAFF				
52. DVC's Staff Development programs promote improved professional expertise.	337	3.06	0.30**	
53. The current hiring system provides DVC with:				
a. Qualified full-time employees	331	3.08	0.32**	
b. Qualified part-time employees	321	2.94	0.18**	
54. DVC adheres to written policies ensuring fairness in hiring procedures.	307	2.99	0.23**	
55. DVC's employee evaluation system is effective.	310	2.52		-0.24**
58. DVC has equitable workloads for its employees.	306	2.41		-0.35**
59. Employee competency is sufficient to address the needs of students and the institution at large.	332	2.97	0.21**	
60. The present number of employees is sufficient to meet the needs of students and the institution at large.	325	2.17		-0.59**
STANDARD 8: PHYSICAL RESOURCES				
61. Space is adequate to meet my department's institutional function.	342	2.22		-0.54**
62. These DVC physical resources are well-maintained:				
c. Classrooms	345	2.12		-0.64**
d. Offices	344	2.43		-0.33**
e. Mechanical systems	309	2.18		-0.58**
f. Equipment	323	2.37		-0.39**
63. Custodial services are satisfactory.	357	2.45		-0.31**
64. DVC's equipment is adequate and appropriate for:				
a. Instructional functions	313	2.41		-0.35**
b. Non-instructional services	266	2.49		-0.27**
65. Physical resource planning and evaluation are congruent with institutional goals.	225	2.44		-0.32**
66. Security and safety procedures are adequate for the college.	328	2.42		-0.34**

Table 3B.2.2 Statistically Significant Differences (Continued)

STANDARD 9: FINANCIAL RESOURCES				
67. DVC's financial resources are adequate to support its institutional programs and services.	274	2.23		-0.53**
68. DVC's communications regarding special funding opportunities (e.g., program augmentations, Partnership for Excellence (PFE), equipment) are:				
b. Timely	259	2.49		-0.27**
69. DVC's process for prioritizing special funding projects is fair.	237	2.41		-0.35**
STANDARD 10: GOVERNANCE AND ADMINISTRATION				
70. The college president provides effective leadership in defining goals, developing plans, and establishing priorities for the institution.	306	2.57		-0.19**
72. DVC is administratively organized to reflect the institution's purposes, size and complexity.	297	2.43		-0.33**
73. The college administration provides leadership that supports an effective learning environment.	307	2.38		-0.38**
74. The following have a clearly defined role in institutional governance:				
b. Faculty	302	2.95	0.19**	
75. The following have a substantive role in institutional governance:				
a. Administration	293	3.22	0.46**	
c. Classified Staff	260	2.41		-0.35**
d. Students	258	2.33		-0.43**
76. The faculty exercise a substantial voice in the following matters:				
a. Educational programs appropriate to their areas of responsibility and expertise	307	3.07	0.31**	
b. Hiring and evaluating of faculty colleagues	304	3.08	0.32**	
c. Institutional policies (e.g., academic integrity, course withdrawal, advanced placement credit) appropriate to their areas of responsibility and expertise.	286	2.97	0.21**	
77. The CCCCD chancellor provides effective leadership in defining goals, developing plans, and establishing priorities for the District.	271	1.84		-0.92**
78. The CCCCD chancellor manages resources and implements budget and expenditures priorities efficiently.	258	1.71		-1.05**
79. The district provides effective services to support the mission and functions of the college.	285	2.03		-0.73**
80. The district and the college communicate:				
a. Effectively	273	1.93		-0.83**
b. In a timely and efficient manner	278	1.95		-0.81**

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3. Demographic Analysis

The demographic variables of the respondents include 49 different groups that can be classified into 10 major categories. Theoretically, the survey data could be analyzed on the basis of these 49 groups. However, the number of respondents in some groups would be too small to allow for any meaningful conclusions. Therefore, for practical purposes, the survey data are classified into only 17 demographic groups. These groups are listed below:

1. Managers, including division chairs
2. Faculty, including department chairs
3. Staff
4. Full-time faculty
5. Part-time faculty
6. Males
7. Females
8. Full-time employees
9. Part-time employees
10. Whites
11. Non-whites
12. Employees with less than 10 years of experience at DVC
13. Employees with 10 to 20 years of experience at DVC
14. Employees with 20 or more years of experience at DVC
15. Employees with an overall experience of less than 10 years
16. Employees with an overall experience of 10 to 20 years
17. Employees with an overall experience of 20 or more years

A summary of the demographic comparison is provided in Table 3B.3.1. An examination of this table reveals the following:

1. With respect to employee position, managers have the highest average score of 2.90, compared to that of the faculty at 2.75 and the staff at 2.76. On the other hand, managers have the lowest degree of variability of perceptions with a standard deviation of 0.72 compared to that of the faculty at 0.90 and the staff at 0.76.
2. When the faculty group is classified by status into full-time and part-time, one can see a slight difference of perception. The part-time faculty had a higher average and a lower standard deviation (2.80 and 0.76) than that of the full-time faculty (2.72 and 0.81).
3. With respect to gender, men and women have an almost identical average score of 2.76 and 2.77 respectively. However, women had a higher standard deviation than that of the men, indicating more variety of perceptions (0.80 for women and 0.76 for men).

4. In analyzing the survey data by employee status (full-time and part-time), one can see a difference in average scores with the part-time employees scoring higher (2.82) than full-time employees (2.74). Apparently this observation is valid since full-time

employees tend to be more critical of the College's performance than part-time employees. There was a slight difference in the standard deviation of the two groups with the full-time employees showing a relatively higher standard deviation than that of their counterparts (0.79 versus 0.76).
5. With respect to ethnicity, non-whites had a higher average score of 2.85, compared to 2.75 for the whites. The standard deviation among whites was larger (0.78) than that of the non-whites (0.75), indicating a relatively larger variation in perceptions.
6. In terms of the years of experience, persons who have been at DVC for less than ten years have a relatively higher average score of 2.77 compared to 2.72 for the other groups with more than 10 years of service at DVC. Employees with overall years of experience of less than 10 years have an average score (2.88) that is relatively much larger than that of the employees with 10 or more years of experience (2.71). Further, the degree of variability (0.76) for persons with less than 10 years of experience is relatively lower than that of persons with longer years of experience.

In summary, faculty, full-time employees, whites and persons with more than 10 years of experience (at DVC and overall) tend to be more critical of the college's performance with respect to accreditation standards than other groups. In the meantime, the same groups named above tend to have more heterogeneous perceptions than other groups. Gender does not play an important part in these differences.

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Table 3B.3.2 Comparison of Data by Demographic Groups

Demographic Group		Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Sub-Tot	Don't Know/Not Applic.	No Response/ Invalid	Total	Satisfaction Avg	Satisfaction Std. Dev.
Managers & Division	n:	484	1604	571	102	2759	286	33	3078	2.90	0.72
	* %	15.71%	52.12%	18.55%	3.31%		9.30%	1.07%			
	** valid %	17.53%	58.14%	20.70%	3.70%						
Faculty & Department Chairs	n:	3176	12803	5155	1947	23080	4006	1984	29070	2.75	0.80
	* %	10.93%	44.04%	17.73%	6.70%		13.78%	6.83%			
	** valid %	13.76%	55.47%	22.34%	8.44%						
Staff	n:	901	3973	1624	489	6986	2849	654	10488	2.76	0.76
	* %	8.59%	37.88%	15.49%	4.66%		27.16%	6.24%			
	** valid %	12.90%	56.87%	23.25%	7.00%						
Full-Time Faculty	n:	2345	8976	4034	1476	16830	1643	907	19380	2.72	0.81
	* %	12.10%	46.32%	20.82%	7.62%		8.48%	4.68%			
	** valid %	13.94%	53.33%	23.97%	8.77%						
Part-Time Faculty	n:	799	3769	1105	465	6137	2363	1077	9576	2.80	0.76
	* %	8.35%	39.36%	11.54%	4.86%		24.67%	11.25%			
	** valid %	13.02%	61.41%	18.01%	7.58%						
Males	n:	1651	7589	2821	910	12970	2539	907	16416	2.77	0.76
	* %	10.06%	46.23%	17.19%	5.54%		15.47%	5.53%			
	** valid %	12.73%	58.51%	21.75%	7.02%						
Females	n:	2907	10786	4534	1557	19783	4488	1721	25992	2.76	0.80
	* %	11.18%	41.50%	17.44%	5.99%		17.27%	6.62%			
	** valid %	14.70%	54.52%	22.92%	7.87%						
Full-Time	n:	3368	13580	5902	1920	24769	4178	1491	30438	2.74	0.79
	* %	11.07%	44.62%	19.39%	6.31%		13.73%	4.90%			
	** valid %	13.60%	54.83%	23.83%	7.75%						
Part-Time	n:	1189	4832	1488	580	8088	2930	1181	12198	2.82	0.76
	* %	9.75%	39.61%	12.20%	4.76%		24.02%	9.68%			
	** valid %	14.70%	59.74%	18.40%	7.17%						
Whites	n:	3079	12727	5145	1794	22744	5299	1825	29868	2.75	0.78
	* %	10.31%	42.61%	17.23%	6.01%		17.74%	6.11%			
	** valid %	13.54%	55.96%	22.62%	7.89%						
Non-whites	n:	956	3316	1202	318	5791	853	310	6954	2.85	0.75
	* %	13.75%	47.68%	17.29%	4.57%		12.27%	4.46%			
	** valid %	16.51%	57.26%	20.76%	5.49%						
<10 Years at DVC	n:	2101	8490	3324	1089	15003	4124	1394	20520	2.77	0.77
	* %	10.24%	41.37%	16.20%	5.31%		20.10%	6.79%			
	** valid %	14.01%	56.59%	22.16%	7.26%						
10-20 Years at DVC	n:	1386	5921	2564	907	10777	1873	688	13338	2.72	0.79
	* %	10.39%	44.39%	19.23%	6.80%		14.04%	5.16%			
	** valid %	12.86%	54.94%	23.79%	8.42%						
>= 20 Years at DVC	n:	513	2791	1109	384	4796	808	438	6042	2.72	0.76
	* %	8.49%	46.20%	18.36%	6.36%		13.38%	7.25%			
	** valid %	10.70%	58.20%	23.13%	8.01%						
<10 Years Overall	n:	1143	3907	1096	411	6556	2046	405	9006	2.88	0.76
	* %	12.69%	43.38%	12.17%	4.56%		22.71%	4.50%			
	** valid %	17.44%	59.59%	16.72%	6.27%						
10-20 Years Overall	n:	916	4276	1848	659	7698	1427	451	9576	2.71	0.78
	* %	9.57%	44.65%	19.30%	6.88%		14.91%	4.71%			
	** valid %	11.90%	55.55%	24.01%	8.56%						
>= 20 Years Overall	n:	1417	5690	2629	903	10638	1836	978	13452	2.72	0.80
	* %	10.54%	42.30%	19.55%	6.71%		13.65%	7.27%			
	** valid %	13.32%	53.49%	24.72%	8.49%						
Total	n:	4633	18555	7458	2577	33222	7193	2677	43092	2.76	0.79
	* %	10.75%	43.06%	17.31%	5.98%		16.69%	6.21%			
	** valid %	13.95%	55.85%	22.45%	7.76%						

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Statistically Significant Demographic Variables

In addition to comparing the averages for different demographic groups, it is also important to determine whether the differences among the groups are statistically significant enough to warrant attention by the College leadership. Statistical significance was measured at the .01 and the .001 levels. However, the focus of the analysis here is placed on those items with a high level of significant difference (.001 level).

Table 3B.3.2 provides a summary of the comparison between six pairs of demographic variables:

- Position: Managers and faculty
- Position: Staff and faculty
- Gender: Males and Females
- Status: Full-time and Part-time faculty
- Experience: Employees with less than 10 years and employees with 10 or more years of total experience
- Ethnicity: Whites and Non-whites

Analysis of the paired comparisons (Tables 3B.3.2 through 3B.3.7) reveals the following:

1. There was a total of 40 statistically significant differences at the .001 level for the six paired groups. These differences were mainly due to two factors: the respondent's position (67.5%) and total years of experience (17.5%). The remaining factors of gender, ethnicity and faculty employment status accounted for only a small number (15%) of the statistically significant differences.

2. Differences between managers and the faculty accounted for 21 items (52.5%), while differences between staff and faculty accounted for six items (15%) and the differences due to the length of experience accounted for seven items (17.5%). Gender accounted for only one difference (2.51%), ethnicity for two (5%) and faculty employment status for three differences (7.5%).

3. Managers and staff persons have a relatively more positive view of the College than that of the faculty. For managers and faculty, there were 20 statistically significant positive differences compared to only one negative difference. A positive difference means that the average rating for managers was higher than that for the faculty. A negative difference represents the opposite. The only negative significant difference between managers' rating and that of the faculty was related to the effectiveness of the employee evaluation system (Item #55). Managers' rating of the evaluation system was significantly lower than that of the faculty.

4. Ten of the 21 differences between managers and the faculty focused on the issue of governance (Standard 10). Other differences were related to the mission statement (Standard 1), academic freedom (Standard 2), the planning process and the services

provided by the Office of Planning and Research (Standard 3), the role of faculty in developing and implementing educational programs (Standard 4), the DVC employee evaluation system (Standard 7), adequacy of instructional equipment (Standard 8), and special funding opportunities (Standard 9). No statistically significant differences existed between managers and faculty regarding student development services (Standard 5) or information and learning resources (Standard 6).

5. There were six statistically significant differences between the staff and the faculty, five of which were positive, while only one was negative. A positive difference means that the staff responses had higher average scores than that of the faculty. A negative difference represents the opposite. The negative response relates to item #53a (Current hiring system provides DVC with qualified full-time employees). The staff scored significantly lower than the faculty in response to this question. Other differences were related to the mission statement (Standard 1), adequacy of technology resources to support the educational program (Standard 4), accuracy of communications regarding special funding opportunities (Standard 9), and governance (Standard 10).

6. The only significant difference between the genders was related to item #49 (Standard 6). Apparently the female faculty are more aware of Library hours, location and services than their male counterparts. No other statistically significant differences (at the .001 level) were detected.

7. Full-time and part-time employees had two statistically significant differences related to items number 12 (diversity) and 66 (adequacy of security and safety procedures). In both cases the full-time employees had a lower average than that of part-time personnel. When the comparison was focused only on the full-time and part-time faculty, one additional statistically significant difference was added to the two differences indicated above. The issue added was related to item number 8 (Open expression of divergent opinion). Full-time faculty members had a lower average score than their part-time colleagues.

8. With respect to the overall years of experience, persons with less than 10 years had seven statistically significant differences compared to employees with 10 or more years of experience. Five of the differences were related to physical resources and governance, while the remaining two differences related to the mission and the educational program.

Employees with less than 10 years of total experience tend to be less critical of the College.

9. Comparison of the ethnic groups produced only two statistically significant differ- ences that are related to items 29b and 29d. Both items address the issue of demon- strated student competence after completing the General Education requirements re- lated to scientific reasoning and critical thinking. In both cases, the white employees had a lower average score than that of non-whites.

Table 3B.3.2 Statistically Significant Differences for Demographic Groups - Managers & Faculty

Item	Managers		Faculty		Difference	
	No. of Responses	Avg.	No. of Responses	Avg.	(Item average less overall Positive	Negative
1. DVC's mission statement describes the broad educational purposes of the college adequately.	27	3.63	214	3.22	0.41**	
6. DVC is committed to academic freedom.	27	3.59	238	3.13	0.46**	
8. DVC is an institution where people can openly express divergent opinions.	26	3.38	233	2.82	0.56**	
13. I am aware of the services available from DVC's Planning and Research Office.	27	2.93	220	2.29	0.64**	
17. DVC's institutional planning process is participatory and allows for input by all segments of the college community.	27	3.04	202	2.55	0.49**	
32. DVC's curriculum process recognizes the central role of faculty in:						
a. Developing and implementing educational	22	3.32	213	2.88	0.44**	
55. DVC's employee evaluation system is effective.	26	2.00	210	2.67		-0.67**
64. DVC's equipment is adequate and appropriate for:						
a. Instructional functions	25	2.68	226	2.32	0.36**	
68. DVC's communications regarding special funding opportunities (e.g., program augmentations, Partnership for Excellence (PFE), equipment) are:						
a. Accurate	26	3.12	173	2.48	0.64**	
b. Timely	26	2.92	179	2.39	0.54**	
69. DVC's process for prioritizing special funding projects is fair.	24	3.00	160	2.31	0.69**	
70. The college president provides effective leadership in defining goals, developing plans, and establishing priorities for the institution.	26	3.50	211	2.34	1.16**	
71. The college president manages resources and implements budget and expenditures priorities	24	3.29	180	2.45	0.84**	
73. The college administration provides leadership that supports an effective learning environment.	27	3.04	214	2.21	0.83**	
74. The following have a clearly defined role in institutional governance:						
a. Administration	26	3.23	208	2.72	0.51**	
75. The following have a substantive role in institutional governance:						
b. Faculty	26	3.42	202	2.75	0.67**	
76. The faculty exercise a substantial voice in the following matters:						
a. Educational programs appropriate to their areas of responsibility and expertise	25	3.56	218	2.99	0.57**	
b. Hiring and evaluating of faculty colleagues	23	3.52	219	3.03	0.49**	
c. Institutional policies (e.g., academic integrity, course withdrawal, advanced placement credit) appropriate to their areas of responsibility and	25	3.44	205	2.92	0.52**	
77. The CCCCD chancellor provides effective leadership in defining goals, developing plans, and establishing priorities for the District.	26	2.50	184	1.70	0.80**	
78. The CCCCD chancellor manages resources and implements budget and expenditures priorities	24	2.42	177	1.58	0.83**	

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Table 3B.3.3 Statistically Significant Differences for Demographic Groups - Staff & Faculty

Item	Staff		Faculty		Difference	
	No. of Responses	Avg.	No. of Responses	Avg.	(Item average less overall Positive	Negative
3. DVC's mission statement is the driving force behind the college's strategic plans in matters of the budget and curriculum.	51	2.88	186	2.53	0.35**	
24. The following resources are adequate to support DVC's educational programs regardless of location or method of instructional delivery:						
c. Technological Resources	66	2.74	221	2.43	0.32**	
53. The current hiring system provides DVC with:						
a. Qualified full-time employees	78	2.81	222	3.16		-0.35**
68. DVC's communications regarding special funding opportunities (e.g., program augmentations, Partnership for Excellence (PFE), equipment) are:						
a. Accurate	52	2.87	173	2.48	0.39**	
70. The college president provides effective leadership in defining goals, developing plans, and establishing priorities for the institution.	65	2.89	211	2.34	0.55**	
73. The college administration provides leadership that supports an effective learning environment.	62	2.66	214	2.21	0.45**	

Table 3B.3.4 Statistically Significant Differences for Demographic Groups - Gender

Item	Male		Female		Difference	
	No. of Responses	Avg.	No. of Responses	Avg.	(Item average less overall Positive	Negative
49. I am aware of the library's hours, location, and services.	124	3.08	192	3.35		-0.27**

Table 3B.3.5 Statistically Significant Differences for Demographic Groups - Overall Years of Experience

Item	Overall < 10 yr		Overall >= 10 yr		Difference	
	No. of Responses	Avg.	No. of Responses	Avg.	(Item average less overall	
					Positive	Negative
5. The college is successful in helping the following achieve their educational goals:						
b. Vocational/occupational students	61	3.23	161	2.92	0.31**	
37. Alternative instructional delivery (i.e., distance education, flexible scheduling) meets students needs and adheres to course outlines.	46	3.09	133	2.71	0.38***	
maintained:						
e. Mechanical systems	69	2.49	166	2.02	0.47***	
63. Custodial services are satisfactory.	75	2.76	192	2.36	0.40***	
65. Physical resource planning and evaluation are congruent with institutional goals.	44	2.77	125	2.35	0.42***	
79. The district provides effective services to support the mission and functions of the college.	49	2.41	163	1.90	0.51***	
80. The district and the college communicate:						
a. Effectively	44	2.43	154	1.80	0.63***	

Table 3B.3.6 Statistically Significant Differences for Demographic Groups - Whites & Nonwhites

Item	Whites		Non-Whites		Difference	
	No. of	Avg.	No. of	Avg.	(Item average less overall	
	Responses		Responses		Positive	Negative
29. Students completing current G.E. requirements demonstrate college level competence in:						
b. Scientific reasoning	144	2.85	39	3.15		-0.30**
d. Critical thinking	156	2.80	43	3.16		-0.36**

Table 3B.3.7 Statistically Significant Differences for Demographic Groups - Faculty Status

Item	Part-time Faculty		Full-Time Faculty		Difference	
	No. of	Avg.	No. of	Avg.	(Item average less overall	
	Responses		Responses		Positive	Negative
8. DVC is an institution where people can openly express divergent opinions.	162	2.71	70	3.07		-0.36**
12. Through policies and practices, DVC demonstrates an appropriate understanding of and concern for issues of diversity.	163	2.85	70	3.20		-0.35**
66. Security and safety procedures are adequate for the college.	156	2.39	62	2.76		-0.37**

4. Summary and Implications for Planning

Summary

The accreditation self study survey was developed in connection with the six-year cycle of the college's accreditation by the Western Association of Schools and Colleges. The survey was administered in March 2001 with a response rate of slightly above 30 percent. A total of 378 usable surveys were received. Respondents were asked to rate their answers to 114 items using a four-point scale. The overall average score for the survey was 2.76. The majority of the responses (70%) agreed or strongly agreed with the statements on the survey, indicating an overall positive response.

The most important outcome of the survey is the identification of areas of statistically significant strengths and weaknesses. Areas of strengths are mainly related to institutional mission, institutional integrity, student support services, information and learning resources and to some extent the educational program. Areas of weakness are identified with physical and financial resources. Institutional effectiveness, faculty and staff issues, and governance presented a mixed picture of both strengths and weaknesses.

Another important outcome of the survey has been the identification of statistically significant differences based on the demographic variables. The most significant differences appear to be related to two factors, namely, the position of the respondent (manager, faculty, and staff) and the length of overall experience. Other demographic variables appear to have some impact on the responses to the survey, but not as much as these two factors.

Planning Issues

- Enhance and promote the perceived strengths in the following areas:

  - Educational programs for transfer students
  - Transfer agreements with baccalaureate institutions
  - Library and Learning resources and services
  - Academic freedom
  - DVC's staff development program

- Develop plans to address the challenges in the following areas:

  - Effective communication between the College and the District
  - Maintenance and enhancement of physical facilities and equipment
  - Hiring of a sufficient number of employees to meet the needs of students and the institution at large, and equitable distribution of workloads

- Adequacy of financial resources to support institutional programs and services
- Organizational structure of the College

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Accountability and Institutional Effectiveness

Overall Student Performance

Partnership for Excellence

Benchmarking

Evaluation of the Strategic Plan

Section IV: Accountability and Institutional Effectiveness

Introduction

Public debate about the accountability of all institutions in American society has been escalating for years, if not decades. In the 1990s, discontent with major institutions and their bureaucracies reached unprecedented levels.

Public discontent has focused on government, medicine, business, the media, organized religion and higher education. It is no surprise to find higher education on this list. The cost of higher education has been increasing at a much faster pace than the consumer price index. Furthermore, the public has expressed increasing concern about efficiency in higher education and the effectiveness and relevance of its curricula.

State officials, including governors, legislators, coordinating boards, and appointed officers, have responded to these forces by focusing their higher education efforts on assessment, governance and reporting issues. The federal government, through the U.S. Department of Education, implemented new amendments to the Higher Education Act in 1992 and again in 1998. These amendments significantly altered the role of federal and state government, as well as the role of private voluntary accreditation, in their systems of accountability.

The current matrix of accountability of American colleges and universities is very complex. However, it may be safe to say that higher education does not lack accountability; rather, it lacks enough of the proper kind. Despite this complexity, accountability has two dimensions: internal and external. Internal accountability (or assessment) focuses primarily on teaching and learning and is campus centered. External accountability, on the other hand, provides evidence and assurance, largely to outside audiences, that institutional missions are being accomplished.

Internal Accountability

Internal accountability focuses on candid reviews of the quality of education in each academic unit. The focus of internal accountability is the enhancement of the effectiveness of the institution in providing quality educational and educational-support services. Internal accountability flourishes when institutions nurture a climate of critical self-evaluation where each unit is allowed to express its own mission, strengths, and weaknesses; and, more importantly, to take effective actions to address those weaknesses. This can be accomplished through faculty-led internal reviews, new practices for academic administrators and better institution-wide systems of internal

self-evaluation overseen by the President and senior academic leaders.

External Accountability

External accountability has been linked to the funding of public colleges and universities. The use of performance as a factor in funding public higher education institutions takes one of two forms:

· Performance funding ties specific dollar amounts to measured institutional results on each of a number of designated indicators. The link is automatic and formulaic.

· Performance budgeting allows consideration of campus performance as one factor in determining the total allocation for an institution. The tie between performance and allocation is, in this case, loose and discretional.

In 1999, more than 30 states were using either one or both of these approaches. Both programs contain the following two components:

· Program goals include demonstrating external accountability, improving institutional performance, and meeting state needs.

· Performance indicators specify the areas of anticipated achievement and define how they are to be measured.

California Experience

Most states claim both institutional improvement and public accountability as purposes for performance funding. The state of California adopted performance funding measures in 1998 and made institutional improvement the primary goal, whereas most other states emphasized public accountability. In California, the program referred to as Partnership for Excellence (PFE) is applicable to two-year institutions, while in other states, both two- and four-year institutions are involved. California's colleges have three years to implement mechanisms that will lead to the improvement of selected indicators. The PFE program will be reviewed in 2001, while a longer period of seven years (until 2005-2006) is set for the totality of the program. This allows institutions to identify and implement necessary methods for improvement. Frequent changes in indicators would inhibit assessment of progress.

Indicators

The selection of performance indicators is the most challenging task of the performance-funding program. Indicators reflect the strategic priorities of

state policy makers concerning public higher education. The type of indicator selected reflects the emphasis of the program. Performance indicators fall into four categories: input, process, output and outcome.

Inputs are defined as resources (financial, human and physical) received to support programs and services.

A *process* is the means or method used to deliver programs and services. This may take the form of student assessment, program review, curriculum review or accreditation.

An *output* involves the quantity of products actually produced. The number of transfer students and the number of graduates are examples of outputs.

An *outcome* is the result or impact of program activities and services on students, states and society. Outcomes can include student learning, job placement and satisfaction surveys.

A program that has mostly output and outcome indicators reflects emphasis on products and results, whereas process indicators are concerned with developing interventions and putting in place mechanisms that will eventually lead to improved results.

The Partnership for Excellence program in California places emphasis on outputs and processes. It lacks emphasis on the most important indicator: outcomes or results. For example, the program is silent with respect to student learning outcomes, job placement and satisfaction surveys (students, alumni and employees) - some of the most useful indicators that have been implemented in other states. The PFE program has five indicators:

· Number of transfer students (output)
· Number of degrees and certificates awarded (output)
· Successful course completion (output)
· Workforce development and vocational education (process and output)
· Remedial and developmental education (process and output)

The number of indicators is small compared to the number in other states. This is an advantage in that it allows institutions to concentrate their efforts on a few areas as opposed to numerous indicators that make improvement difficult.

Criteria for Success

The PFE program does not assign any ranking or priority for these five indicators. However, it is essential for the program to indicate the criteria or methods for measuring success or progress toward accomplishment of goals. Two criteria are commonly used: longitudinal institutional improvement over time, and comparison against state or national peers. The first criterion emphasizes the uniqueness of each institution with respect to its stated mission, and its strengths and weaknesses. The second criterion identifies state or national averages of peer institutions; these become targets to be reached or surpassed by a given college. California's current policy is unique because performance will be measured for the community college system as a whole, rather than for each institution. While this approach makes performance funding more acceptable, it is unclear how the goals will be actually achieved without rewarding performance at the institutional level.

Dimensions of Accountability at DVC

There are several dimensions of accountability and institutional effectiveness at Diablo Valley College. These dimensions include, but are not limited to, the following:

· The Program Review process
· The Partnership for Excellence program

· Benchmarking with peer institutions
· Evaluation of the College's Strategic Plan
· The Curriculum Review process
· Periodic Self Study Reports prepared in connection with certification or accreditation of the institution or its individual programs by regional, professional or governmental agencies
· Reports on operational or financial audits
· Reports related to the evaluation of personnel at all levels
· Reports related to the assessment of adequacy, usability and quality of facilities and equipment
· Other reports prepared for the evaluation of plans, programs and services, of both academic and non-academic units

However, before presenting the details related to the multi-dimensional aspects of accountability, it may be useful to briefly discuss the organizational infrastructure that supports and institutionalizes DVC's thrust for accountability and effectiveness.

Organizational Setting

Several College entities provide quality assurance through the intellectual

exchange of ideas with persons that represent diverse points of view and who represent a variety of constituents. The following entities operate at the institutional level and may be supported by others operating at the divisional and departmental levels.

The **Leadership Council** provides a forum for constituent leadership to discuss issues of general campus concern, and to be the final recommending body with regard to College policies and major issues regarding College resources. The Council consists of six members including the College President, Presidents of the Faculty Senate, Classified Senate and Associated Students, and Vice Presidents of United Faculty and Local One. The Council meets once a month.

The **Planning Council** is responsible for overseeing the implementation and continuing development of the college's strategic plan and for ensuring that other college planning as well as decisions regarding resource allocation, staffing, and program development are integrated with the strategic plan. The Planning Council is also responsible for the development of other major college-wide plans, such as the Partnership for Excellence Plan. The nine members of the council represent four constituent groups: the faculty, classified staff, administration, and students. The council began its activities in October 1999. It reports to the college as a whole, both at the beginning of the academic year, when it develops its action plan, and at the end of the academic year, when it reports on results.

The **Budget Oversight Committee** is responsible for recommending priorities and major categories for the college budget. The seven members of the committee represent the administration, faculty and staff. This committee reports to the Director of Business Services and as needed to the DVC Leadership Council.

The **Information Technology Committee** is responsible for making strategic planning and policy recommendations for campus computing, networking and instructional technology applications. This committee is also responsible for developing and overseeing the DVC Technology master plan. The 15 members of the committee represent the four constituents of the college, namely, administration, faculty, staff, and students. The committee reports to the Dean of Information Technology and Services and, as needed, to the DVC Leadership Council.

The **Enrollment Management Team** is responsible for overseeing the implementation of the Enrollment Management Plan. In addition, the team makes recommendations for enrollment targets and for improving

recruitment, retention and enrollment strategies. The team consists of managers that are closely associated with enrollment activities. The team reports to the Dean of Instruction and, as needed, to the College President.

The **Instruction Committee** is responsible for overseeing the curriculum review process and for ensuring compliance with state regulations governing the instructional program. The committee consists of 15 members, representing all instructional divisions, the Office of Instruction and a student representative.

The focus of the discussion that follows will be on four dimensions of accountability and institutional effectiveness, namely:

· Overall Student Performance
· Partnership for Excellence Goals
· Benchmarking
· Evaluation of the College's Strategic Plan

1. Overall Student Performance

Composite grade distribution and student retention and success rates provide important feedback that enables the College to determine how its students are performing in their courses. When the same data are analyzed by student demographic variables, the results often indicate the need for intervention to improve these measures for certain groups of students.

The grade point average (GPA) is a familiar term that is based on course unit value and takes into account the grades of A, B, C, D and F. At DVC, the GPA is based on a four-point scale (quality points) where A=4, B=3, C=2, D=1 and F=0. On the other hand, retention and success rates are not based on course unit values and do not assign a scale to different grades. In computing retention and success rates, a grade of "A" is treated like a grade of "C". Furthermore, while class drops are not calculated in a GPA, they are included in the retention and success rates. The following definitions of retention and success rates are provided by the Research and Planning Group (RP Group), which is the organization representing California community college research and planning professionals.

Course Retention Rate

The retention rate is the percent of students retained in courses to the end of term out of the total enrolled in courses. The retention rate is calculated by dividing the numerator by the denominator and multiplying by 100.

Numerator: Number of students (duplicated) with grades of A, B, C, CR, D, F, NC, RD, I.

Denominator: Number of students (duplicated) with grades of A, B, C, CR, D, F, NC, RD, I, W. (This is used as the end-of-term enrollment number.)

Course Success Rate

The success rate is the percent of students who were successful in completing courses out of the total enrolled in these courses. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100.

Numerator: Number of students (duplicated) with A, B, C, CR.

Denominator: Number of students (duplicated) with A, B, C, CR, D, F, NC, RD, I, W. (This is the end-of-term enrollment number.)

College Student Performance by Academic Term

Table 4.1.1 shows the course GPA and retention and success rates for DVC students over the past two academic years. The figures indicate a rather stable trend. For the primary terms, the composite average retention rate was 78.4 percent, the success rate amounted to 68.5 percent, and the course GPA was 2.95. For the summers of 1999 and 2000, all three measures of performance were higher than that of the primary terms.

Table 4.1.1 College Student Performance By Academic Term, Fall 1999 - Spring 2001

Term	End of Term Enrollment	GPA	Retention	Success
Fall 1999	61,493	2.90	80.9%	69.8%
Spring 2000	61,523	2.97	77.4%	68.0%
Fall 2000	62,862	2.92	77.8%	67.7%
Spring 2001	61,345	3.02	77.5%	68.7%
Average	**61,806**	**2.95**	**78.4%**	**68.5%**
Summer 1999	17,571	3.29	86.5%	79.8%
Summer 2000	17,840	3.22	86.2%	79.8%
Summer 2001	18,513	N/A	N/A	N/A
Average	**17,975**	**3.26**	**85.1%**	**78.6%**

Accountability and Institutional Effectiveness

Course Retention Rate

The retention rate is the percent of students retained in courses to the end of term out of the total enrolled in courses. The retention rate is calculated by dividing the numerator by the denominator and multiplying by 100.

Numerator: Number of students (duplicated) with grades of A, B, C, CR, D, F, NC, RD, I.

Denominator: Number of students (duplicated) with grades of A, B, C, CR, D, F, NC, RD, I, W. (This is used as the end-of-term enrollment number.)

Course Success Rate

The success rate is the percent of students who were successful in completing courses out of the total enrolled in these courses. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100.

Numerator: Number of students (duplicated) with A, B, C, CR.

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Student Performance by Divisions

The composite student performance varies among divisions and departments. For the nine academic divisions, the range of retention rates falls between 69.0 percent for Mathematics and 81.4 percent for Social Sciences. On the other hand, the composite success rate varies between 56.6 percent for Mathematics and 76.6 percent for Physical Education. The range for the course GPA falls between 2.71 for Mathematics and 3.60 for Physical Education. In summary, the division of Mathematics and Computer Science appears to score consistently at the lower end of the scale on all three measures of performance, while the upper end rotated among three different disciplines. To a large extent, the degree of student retention and success is a function of the subject matter of each division. Other factors such as styles of grading and differences in class sizes can affect the student performance rates also. Table 4.1.2 presents the data for the GPA, retention and success rates by divisions.

Table 4.1.2 Composite Student Performance by Division - Fall 1999 to Spring 2001

Divisions	End of Term Enrollment	GPA	Retention	Success
PHYSICAL EDUCATION	4,853	3.60	80.5%	76.6%
OTHER*	1,953	3.40	81.2%	74.4%
SAN RAMON VALLEY CENTER	7,382	3.07	80.0%	71.8%
APPLIED AND FINE ARTS	9,893	3.04	80.9%	71.4%
BIOLOGICAL AND HEALTH SCIENCES	3,687	2.86	80.5%	70.8%
SOCIAL SCIENCES	10,833	2.82	81.4%	70.4%
ENGLISH	5,835	2.83	75.9%	65.6%
BUSINESS	3,698	2.90	77.4%	65.5%
PHYSICAL SCIENCE AND ENGINEERING	5,093	2.77	77.8%	64.9%
MATHEMATICS AND COMPUTER SCIENCE	7,255	2.71	69.0%	56.6%
College Total	**61,806**	**2.95**	**78.4%**	**68.5%**

* Other includes: Apprenticeship Office, Career Development, Library and Counseling.

Student Performance by Department

The composite student performance varies considerably among departments and disciplines. Once again, courses in Mathematics have the lowest retention and success rates at 68.2 and 55.7 percent, respectively. The highest retention and success rates were in the department of dental hygiene. These four-term composite rates were 99.2 and 97.5 percent, respectively - reflecting a very high level of commitment on the part of students and faculty. Several departments have composite success rates below 65 percent, including Physical Sciences, Library Information, Accounting and Information Management, Chemistry, Computer Science, Multimedia and Mathematics. With respect to Course GPA, the highest level was in the department of Dental Assisting (3.70) and the lowest was in Administration of Justice (2.41). Styles of grading, class sizes, and relative difficulty of subject matter can explain some of the differences in GPA, and retention and success rates. Table 4.1.3 presents the information.

Table 4.1.3 Composite Student Performance by Department - Fall 1999 to Spring 2001

Departments	End of Term Enrollment	GPA	Retention	Success
Dental Hygiene	157	3.56	99.2%	97.5%
Dental Assisting	130	3.70	95.2%	93.8%
Apprenticeship Office	503	3.35	94.7%	92.8%
Dental Technology	104	3.65	93.3%	92.6%
Family Life Education	1,281	3.21	84.7%	77.4%
Physical Education	4,779	3.59	80.4%	76.5%
SRVC CIS	2,263	2.49	86.2%	76.3%
Hotel/Restaurant Management	640	3.25	78.9%	75.1%
Performing Arts	2,651	3.07	82.5%	74.8%
Music	1,995	3.33	81.7%	73.4%
Art & Photography	1,466	3.19	78.7%	72.9%
Career Development	735	3.63	77.6%	72.2%
Mechanical Tech	76	3.15	77.8%	71.2%
SRVC	5,119	3.07	77.3%	69.9%
Social Science	8,911	2.79	80.5%	69.7%
Foreign Language	1,369	3.18	76.9%	69.2%
Journalism	107	3.10	74.3%	69.2%
Health Sciences	1,323	2.78	81.6%	68.9%
Disabled Students Programs & Services	283	3.37	77.9%	68.6%
Business Admin & Real Estate	947	2.90	80.3%	68.3%
Engineering & Architecture	883	2.99	80.1%	68.1%
Humanities & Philosophy	2,006	2.59	83.9%	67.7%
Biology	1,973	2.72	76.7%	67.2%
Counseling	275	2.95	80.6%	66.2%
Electronics	1,384	2.97	80.9%	65.6%
English	5,728	2.83	76.0%	65.5%
Administration of Justice	641	2.41	86.7%	65.5%
Physical Science	1,984	2.56	77.4%	64.3%
Library	226	3.71	79.0%	63.0%
Accounting & Information Management	2,111	2.77	75.7%	61.3%
Chemistry	767	2.57	70.5%	60.8%
Multimedia	431	2.90	71.6%	59.1%
Computer Science	2,122	2.91	71.2%	58.7%
Mathematics	5,135	2.64	68.2%	55.7%
College Total	**61,806**	**2.95**	**78.4%**	**68.5%**

Accountability and Institutional Effectivene

Student Performance by Gender

Over the past four terms, there are no shifts from the typical patterns where female students perform higher than males. The average success rate for females was 70.6 percent compared to 66.2 percent for males. GPA for females was 3.05 compared to 2.94 for males.

Table 4.1.4 Student Performance by Gender--Fall 1999 to Spring 2001

	Fall 1999		Spring 2000		Fall 2000		Spring 2001		Average	
Gender	GPA	Success	GPA	Success	GPA	Success	GPA	Success	GPA	Success
Male	2.78	67.1%	2.88	65.7%	2.82	65.4%	2.93	66.5%	**2.85**	**66.2%**
Female	3.00	72.3%	3.06	70.2%	3.02	69.5%	3.11	70.6%	**3.05**	**70.6%**
Unknown	2.78	65.8%	2.93	62.6%	2.93	70.7%	3.11	70.8%	**2.94**	**67.5%**
Total	**2.90**	**69.8%**	**2.97**	**68.0%**	**2.92**	**67.7%**	**3.02**	**68.7%**	2.95	68.6%

Student Performance by Ethnicity

Asian and White students tend to lead other ethnic groups. DVC should pay serious attention to the performance of African-American students, whose average success rate (52.6%) falls as much as 18 percent below their white counterparts.

Table 4.1.5 Student Performance by Ethnicity--Fall 1999 to Spring 2001

	Fall 1999		Spring 2000		Fall 2000		Spring 2001		Average	
Ethnicity	GPA	Success	GPA	Success	GPA	Success	GPA	Success	GPA	Success
White	3.00	72.4%	3.07	70.6%	3.02	70.1%	3.10	70.8%	**3.05**	**71.0%**
Asian	2.87	70.5%	2.90	68.2%	2.88	68.1%	2.96	68.4%	**2.90**	**68.8%**
African American	2.40	53.9%	2.54	51.9%	2.46	50.9%	2.67	53.7%	**2.52**	**52.6%**
Hispanic	2.74	66.1%	2.78	63.0%	2.72	62.8%	2.86	64.8%	**2.78**	**64.2%**
Native American	2.72	58.5%	2.92	62.9%	2.77	56.3%	2.99	62.7%	**2.85**	**60.1%**
Other	2.79	66.1%	2.88	65.9%	2.82	64.3%	2.94	65.7%	**2.86**	**65.5%**
Unknown	2.82	68.7%	3.03	69.3%	2.98	71.6%	3.11	73.3%	**2.99**	**70.7%**
Total	**2.90**	**69.8%**	**2.97**	**68.0%**	**2.92**	**67.7%**	**3.02**	**68.7%**	2.95	68.6%

Accountability and Institutional Effectivene

Student Performance by Age

Older students of 40 years of age and above tend to perform at a higher level than that of the younger students. Furthermore, students who are less than 20 years of age tend to have higher success rates than that of other students between the ages of 20 and 39.

Table 4.1.6 Student Performance by Age--Fall 1999 to Spring 2001

	Fall 1999		Spring 2000		Fall 2000		Spring 2001		Average	
Age Group	GPA	Success	GPA	Success	GPA	Success	GPA	Success	GPA	Success
< 20	2.81	71.4%	2.90	70.6%	2.78	68.0%	2.91	68.8%	**2.85**	**69.7%**
20 - 24	2.75	67.3%	2.82	68.2%	2.81	64.3%	2.91	66.4%	**2.82**	**66.5%**
25 - 29	2.99	67.5%	3.05	51.9%	3.06	64.7%	3.09	65.5%	**3.05**	**62.4%**
30 - 39	3.22	72.6%	3.23	63.0%	3.26	70.4%	3.28	69.4%	**3.25**	**68.9%**
40 - 49	3.42	75.9%	3.43	62.9%	3.42	75.2%	3.48	74.7%	**3.44**	**72.2%**
>= 50	3.48	80.0%	3.55	65.9%	3.50	77.2%	3.60	78.3%	**3.53**	**75.3%**
Total	**2.90**	**69.8%**	**2.97**	**68.0%**	**2.92**	**67.7%**	**3.02**	**68.7%**	**2.95**	**68.6%**

Student Performance by Enrollment Status

On average, part-time students have a slightly higher GPA (2.97%) than that of full-time students (2.94%). However, full-time students have a much higher success rate (72.5%) than that of their part-time colleagues (64.6%).

Table 4.1.7 Student Performance by Enrollment Status – Fall 1999 to Spring 2001

Enrollment Status	Fall 1999		Spring 2000		Fall 2000		Spring 2001		Average	
	GPA	Success	GPA	Success	GPA	Success	GPA	Success	GPA	Success
Full time	2.92	74.9%	2.94	71.6%	2.92	71.6%	2.99	71.9%	**2.94**	**72.5%**
Part time	2.88	64.7%	3.01	64.5%	2.93	63.6%	3.07	65.5%	**2.97**	**64.6%**
Total	**2.90**	**69.8%**	**2.97**	**68.0%**	**2.92**	**67.7%**	**3.02**	**68.7%**	**2.95**	**68.6%**

Student Performance and Disability

Students with disabilities have consistently scored lower on GPA (2.88) and success rates (66.3%) compared to the College as a whole and compared to others with no disabilities (2.97 and 68.7%, respectively).

Table 4.1.8 Student Performance and Disability - Fall 1999 to Spring 2001

	Fall 1999		Spring 2000		Fall 2000		Spring 2001		Average	
Disability	GPA	Success	GPA	Success	GPA	Success	GPA	Success	GPA	Success
Yes	2.85	68.1%	2.95	66.0%	2.87	64.0%	2.83	67.2%	**2.88**	**66.3%**
No	2.90	69.9%	2.97	68.1%	2.93	67.8%	3.07	68.8%	**2.97**	**68.7%**
Total	**2.90**	**69.8%**	**2.97**	**68.0%**	**2.92**	**67.7%**	**3.02**	**68.7%**	**2.95**	**68.6%**

Summary of Student Performance by Demographic Variables

A summary of the demographic data for retention and success rates and for the GPA is presented on the next two pages in a comparative format by academic terms in Table 4.1.9.

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**Table 4.1.9 DVC Student Performance by Demographic Variables, Fall 1999 to S
2001**

		Fall 1999								Spring 2000					
		EOT	Retention	Rate	Success	Rate	GPA			EOT	Retention	Rate	Success		
Gender	Male	28421	22572	79.42%	19068	67.09%	2.78		Gender	Male	28450	21725	76.36%	18702	
	Female	32583	26804	82.26%	23553	72.29%	3.00			Female	32356	25377	78.43%	22696	
	Unknown	489	386	78.94%	322	65.85%	2.78			Unknown	717	559	77.96%	449	
Ethnicity	White	33130	27252	82.26%	23992	72.42%	3.00		Ethnicity	White	33392	26271	78.67%	23560	
	Asian	12452	10044	80.66%	8778	70.49%	2.87			Asian	12114	9445	77.97%	8262	
	African American	2926	2084	71.22%	1577	53.90%	2.40			African American	2938	1983	67.49%	1525	
	Hispanic	6781	5330	78.60%	4481	66.08%	2.74			Hispanic	6528	4875	74.68%	4115	
	Native American	472	351	74.36%	276	58.47%	2.72			Native American	453	332	73.29%	285	
	Other	3781	2974	78.66%	2498	66.07%	2.79			Other	3687	2820	76.48%	2431	
	Unknown	1951	1587	81.34%	1341	68.73%	2.82			Unknown	2411	1935	80.26%	1671	
Disabled	Yes	3315	2658	80.18%	2256	68.05%	2.85		Disabled	Yes	3142	2387	75.97%	2073	
	No	58178	47104	80.97%	40687	69.94%	2.90			No	58381	45274	77.55%	39776	
Age	< 20	9472	7838	82.75%	6759	71.36%	2.81		Age	< 20	9701	7624	78.59%	6623	
	20 - 24	31824	25394	79.80%	21406	67.26%	2.75			20 - 24	30228	22968	75.98%	19757	
	25 - 29	6010	4706	78.30%	4054	67.45%	2.99			25 - 29	6044	4414	73.03%	3871	
	30 - 39	5925	4828	81.49%	4300	72.57%	3.22			30 - 39	6265	4951	79.03%	4461	
	40 - 49	4540	3765	82.93%	3447	75.93%	3.42			40 - 49	5090	4154	81.61%	3824	
	>= 50	3722	3231	86.81%	2977	79.98%	3.48			>= 50	4195	3543	84.46%	3312	
Type	Full time	30859	26191	84.87%	23113	74.90%	2.92		Type	Full time	30578	24708	80.80%	21879	
	Part time	30634	23571	76.94%	19830	64.73%	2.88			Part time	30945	22953	74.17%	19970	

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Table 4.1.9 DVC Student Performance by Demographic Variables, Fall 1999 to Sp 2001 (Continued)

		Fall 2000								Spring 2001				
		EOT	Retention	Rate	Success	Rate	GPA			EOT	Retention	Rate	Success	R
Gender	Male	28731	22048	76.74%	18801	65.44%	2.82	Gender	Male	28467	21779	76.51%	18930	6
	Female	33010	25937	78.57%	22939	69.49%	3.02		Female	31629	24790	78.38%	22327	7
	Unknown	1121	912	81.36%	792	70.65%	2.93		Unknown	1249	987	79.02%	884	7
Ethnicity	White	32879	25938	78.89%	23041	70.08%	3.02	Ethnicity	White	31632	24861	78.59%	22380	7
	Asian	12255	9600	78.34%	8345	68.09%	2.88		Asian	12007	9381	78.13%	8208	6
	African American	3044	2079	68.30%	1550	50.92%	2.46		African American	2917	1954	66.99%	1566	5
	Hispanic	6619	5005	75.62%	4156	62.79%	2.72		Hispanic	6378	4778	74.91%	4135	6
	Native American	465	321	69.03%	262	56.34%	2.77		Native American	399	287	71.93%	250	6
	Other	3614	2722	75.32%	2323	64.28%	2.82		Other	3555	2659	74.80%	2334	6
	Unknown	3986	3232	81.08%	2855	71.63%	2.98		Unknown	4457	3636	81.58%	3268	7
Disabled	Yes	2925	2212	75.62%	1871	63.97%	2.87	Disabled	Yes	2847	2200	77.27%	1913	6
	No	59937	46685	77.89%	40661	67.84%	2.93		No	58498	45356	77.53%	40228	6
Age	< 20	20797	16477	79.23%	14145	68.01%	2.78	Age	< 20	16753	13197	78.77%	11534	6
	20 - 24	23129	17394	75.20%	14861	64.25%	2.81		20 - 24	24776	18787	75.83%	16455	6
	25 - 29	4924	3649	74.11%	3188	64.74%	3.06		25 - 29	5171	3831	74.09%	3386	6
	30 - 39	5715	4458	78.01%	4026	70.45%	3.26		30 - 39	5926	4554	76.85%	4112	6
	40 - 49	4590	3789	82.55%	3450	75.16%	3.42		40 - 49	4752	3845	80.91%	3549	7
	>= 50	3707	3130	84.43%	2862	77.21%	3.50		>= 50	3967	3342	84.25%	3105	7
Type	Full time	31758	25816	81.29%	22739	71.60%	2.92	Type	Full time	30891	24869	80.51%	22200	7
	Part time	31104	23081	74.21%	19793	63.63%	2.93		Part time	30454	22687	74.50%	19941	6

Accountability and Institutional Effectiveness

Summary and Implications for Planning

Summary

• DVC's retention and success rates in Spring 2001 were 77.5% and 68.7% percent, respectively. The statewide community college averages were 86.2% and 52.8%, respectively. *(Note: State results were inconclusive, with some districts missing from the data, as of August 2, 2001. However, the retention and success rates were similar in Fall 2000: 85.2% and 52.8 respectively.)*

• Several disciplines have relatively low success rates below 65 percent.

• Students with low success rates are more likely to be young males. Also relatively low are students identifying themselves as African American (53%), Native American (60%) and Hispanic (64%).

• Part-time students have lower success rates than that of full-time students.

Planning Issues

• Evaluate programs and courses with high success rates to determine their common characteristics.

• Determine the reasons for low success rates for certain disciplines and courses.

Transfer Prepared Subgoal

In addition to measuring the number of actual transfers to four-year institutions, it is important to track the number of potential transfer students who completed the transfer curriculum and are prepared to pursue their education at baccalaureate institutions. This is a measure of the system's actual capacity to supply potential transfer students.

"Transfer prepared" is defined as the net number of students who earned, within a six-year period, 56 transferable units with a minimum GPA of 2.0. Net number of students means that a student reaching transfer prepared status in a prior academic year and still enrolled, is not counted during the current academic year.

The transfer prepared goal indicates that DVC projects an increase in the number of students who are transfer prepared from 2,153 in 1997-98 to 2,500 in 2005-06.

Table 4.2.1 indicates that the number of transfer prepared students declined from 2,153 in 1997-98 to 1,844 in 1999-2000 (14% decline). It should be noted that the State's numbers also declined, at a slower pace, from 106,951 in 1997-1998 to 96,501 in 1999-2000 (10% decline). To meet the stated targets by 2005-06, this area presents a challenge for DVC as well as for the State.

Degree and Certificates Goal

The goal is an increase from 1,062 in 1997-98 to 1,400 by 2005-06, in the number of degrees and certificates awarded. This performance goal may also be expressed as two subgoals: to achieve an increase from 845 to 1,000 in the number of associate degrees awarded, and an increase from 217 to 400 in the number of certificates awarded.

Table 4.2.2 indicates that DVC is not meeting this goal in either category (associate degrees and certificates). For the associate degrees, the number of awards steadily declined between 1997-98 and 2000-01. On the other hand, the number of the certificates awarded increased in 1998-99, was unchanged in 1999-2000, but declined in 2000-01. The State, on the other hand, increased the total number of awards in both categories from 86,399 in 1997-98 to 89,598 in 1999-2000.

Table 4.2.2 Degrees and Certificates

	DVC				Goal
	1997-1998	1998-1999	1999-2000	2000-2001*	2005-2006
AA/AS	845	827	729	710	**1,000**
Certificates	217	255	255	217	**400**
Total Degrees and Certificates	1,062	1,082	984	927	**1,400**

State Data		Goal
1997-1998	1999-2000	2005-2006
61,008	64,845	**83,060**
25,391	24,753	**32,994**
86,399	89,598	**116,054**

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*Preliminary figures

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Successful Course Completion Goal

The goal is an increase from 71.3% in the base year of 1997-98 to 73% by 2005-06, in the overall rate of successful course completions. This goal may also be expressed as three subgoals: an increase in the rate of successful course completions from 70.2% to 72% for transferable courses, from 64.9% to 67% for basic skills courses, and maintaining the success rate for vocational courses at 83.7%.

Table 4.2.3 indicates that DVC has met the goal of transfer courses but had some mixed results regarding basic skills and vocational courses. For basic skills, the successful completion rate went up to 67.5% in 1998-99 but dropped sharply to 62.6% in 1999-2000. With respect to vocational education courses, the rate of success declined slightly in 1998-99, then dropped sharply in 1999-2000. This sharp drop may be due to the implementation of the new Datatel system in 1999. Basic Skills coding in the new system was corrected during the 2000-01 academic year. Further analysis in 2001-2002 may affirm or negate what appears to be a downward trend.

For the State of California, the results for this goal were also mixed. While there has been an improvement in the success rate for vocational courses, there has been a decline in the success rate for basic skills. It should be noted that DVC's target success rates are higher than that for the state as a whole.

Table 4.2.3 Successful Course Completion

	Success Rates				
	DVC				Goal
	1997-1998	1998-1999	1999-2000	2000-2001	2005-2006
Transfer Courses	70.24%	71.85%	72.02%		**72.00%**
Basic Skills	64.92%	67.52%	62.64%		**67.00%**
Vocational Education	83.65%	81.89%	76.29%		**83.69%**
All courses	71.27%	72.46%	71.68%		

	Success Rates		
	State Data		Goal
1997-1998	1999-2000	2005-2006	
68.69%	68.69%	**70.80%**	
58.98%	58.20%	**62.50%**	
77.15%	78.65%	**80.00%**	
68.08%	67.87%	**70.60%**	

Workforce Development Vocational Education Goal

This goal has multiple components as follows:

a. An increase from 967 in 1997-98 to 1,549 by 2005-06 in the number of successfully completed apprenticeship course enrollments. DVC is not meeting this goal as of 1999-2000.
b. An increase from 1,906 in 1997-98 to 2,985 by 2005-06 in the number of successfully completed advanced-level vocational course enrollments. DVC has a modest success in meeting this goal as of 1999-2000.
c. An increase from 14,409 in 1997-98 to 17,624 by 2005-06 in the number of successfully completed introductory vocational course enrollments. DVC fell seriously behind meeting the expectations for this goal in 1999-2000.
d. An increase from 14 in 1997-1998 to 60 by 2005-06 in the number of California businesses benefiting from training through contract education. The College is successfully meeting this goal.
e. An increase from 1,429 to 3,500 in the number of employees benefiting from training through contract education. DVC is gradually meeting the expectations for this goal.
f. The last segment of this goal addresses the increase in the number of individuals receiving fee-based job training. Although this goal is applicable to the State, fee-based job training is not available at DVC.

The State is meeting all the enrollment goals in vocational courses. However, there are no data available regarding contract education.

Table 4.2.4 Workforce Development - Successful Course Completion of Vocational Education Courses Goal

Enrollment in Vocational Courses					
	DVC				Goal
	1997-1998	1998-1999	1999-2000	2000-2001	2005-2006
Successful Completion Apprenticeship	967	952	922		1,549
Successful Completion Advanced	1,906	2,132	1,922		2,985
Successful Completion Introductory	14,409	16,265	11,776		17,624
Total Vocational	17,282	19,349	14,620		22,157
Contract Education Business	14	20	25	31	60
Contract Education Employees	1,429	1,870	2,237	2,821	3,500
Contract Education Fee-based	Not Appl.	Not Appl.	Not Appl.	Not Appl.	Not Appl.

Enrollment in Vocational. Courses		
State Data		Goal
1997-1998	1999-2000	2005-2006
18,125	24,484	24,599
277,556	291,084	376,688
783,060	865,886	1,062,378
1,078,741	1,181,454	1,463,665
		1,700
		99,600
		189,700

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Basic Skills Improvement Goal

The basic skills improvement report for PFE uses a specific cohort of students from 1995-96 academic year and follows them through 1997-98 academic year. The students tracked in the cohort are required to fit the following criteria:

a. The student must meet the full term reporting criteria for at least one term during the 1995-96 academic year to be considered in the cohort.
b. The student had to have enrolled in a basic skills course, a code of P or B for precollegiate basic skills or basic skills respectively.
c. The student had to have enrolled in an English, writing, or mathematics course.

Once the cohort of students is selected, then the students' course-taking patterns are tracked through 1997-98 academic year ending with the spring 1998 term. Students may stop and start during this period of time and are still tracked as members of the original cohort.

The State Chancellor's office tracks the course taking patterns throughout the entire community college system. If a student qualifies for the cohort at one college and subsequently completes a higher level course at another college, then the student is considered "improved" in the college where he/she qualified for the cohort.

Students are categorized into two subgroups of English and Math. A student may be placed in both groups. However, if a student enrolled in English, Writing and ESL in Fall 1995, the student will only be counted once in the "Total English" column of the report. If a student successfully completes numerous higher level courses, the student can only be counted as "improved" once in each subgroup of Math and/or English.

Table 4.2.5 provides the information on basic skills improvement for three cohort groups, 1995-96 to 1997-98, 1996-97 to 1998-99, and 1997-98 to 1999-2000. This Table indicates that the basic skills improvement rates at DVC are higher than that for the state, both for English as well as for Mathematics. For the 1997-98 to 1999-2000 cohort, the basic skills improvement rate for English was 30.09% for DVC and 25.47% for the State; the rate for Math was 27.19% for DVC and 23.68% for the State. The combined improvement rate was 28.57% for DVC and 24.75% for the State.

DVC's goal is to increase from 832 (409 for English; 423 for Math) in 1995-96 to 1997-98 to 1,155 (575 for English and 580 for Math) in 2005-06 to 2007-08, the number of students completing course work at least one level above their prior basic skills enrollment.

Table 4.2.5 Basic Skills Improvement Goal

	DVC				State			
Cohort Group	1995-96 to 1997-98	1996-97 to 1998-99	1997-98 to 1999-2000	**2005-06 to 2007-08**	1995-96 to 1997-98	1996-97 to 1998-99	1997-98 to 1999-2000	**2005-06 to 2007-08**
Total English	N.A.	1,507	1,615		N.A.	281,149	292,219	
Improved English	409	418	486	**575**		72,386	74,422	
Percent Improved		27.74%	30.09%			25.75%	25.47%	
Total Math	N.A.	1,737	1,784		N.A.	185,036	196,553	
Improved Math	423	452	486	**580**		43,244	46,548	
Percent Improved		26.02%	27.19%			23.37%	23.68%	
Total	0	3,244	3,399	**0**	0	466,185	488,772	0
Total Improved	832	870	971	**1,155**	108,566	115,630	120,970	150,754
Percent Improved		**26.82%**	**28.57%**			**24.80%**	**24.75%**	
Total Students		34,186	34,806			2,242,683	2,348,868	

Summary and Implications for Planning

Summary

DVC's progress report on the PFE goals represents a mixed bag of accomplishments and disappointments.

The College is gradually moving toward reaching its stated goals in the following four areas:

· Transfers to baccalaureate degree programs
· Successful course completion for transfer courses
· Contract education business, and contract education employees
· Improved basic skills in English and Mathematics

The College is facing a challenge in its progress toward reaching its stated PFE goals in the following four areas:

· Transfer prepared students

· Associate degrees and certificates awarded
· Successful course completion in basic skills courses and vocational education courses
· Enrollment goals for apprenticeship, advanced, and introductory vocational education courses

Planning Issues

· Make concerted efforts to increase the number of degrees and certificates awarded.

· Enhance the success rates in basic skills and vocational education.

3. Benchmarking

The history of innovative adaptations is arguably as old as civilizations. People have always observed good ideas around them and adapted those ideas to meet their needs and circumstances. It is a fact that no individual or organization - no matter how innovative or prolific - can possibly parent all innovations and all good practices. In view of this reality, it makes eminently good sense to recognize human limitations and consider the experience of others. Benchmarking is a tool that can enable individuals or organizations to accelerate their own progress and improvement without having to "reinvent the wheel."

There are two types of benchmarking for colleges and universities: *performance* benchmarking and *process* benchmarking. The first compares one institution with others in specific areas of performance. The second enables the institution to adapt best practices that lead ultimately to superior performance.

Benchmarking at Diablo Valley College focuses on comparing performance measurements at a selected few peer institutions in the state. The goal is to improve the quality of performance at the College and to develop a diagnostic tool for identifying areas in need of improvement. To facilitate the peer review analysis, several indicators are used as a basis for comparing DVC with other community colleges.

The discussion that follows addresses the following items:

- Selection criteria for peer institutions
- Benchmarking indicators

Selection Criteria

California has one of the largest and well-established systems of community colleges in the country. The system has in excess of one hundred institutions with variety of sizes and complexity. Based on enrollment data, Diablo Valley College is considered one of the largest ten community colleges in the state. Size should not be the only criterion for selecting a peer group of institutions. In fact, several factors were studied carefully to arrive at a set of peer institutions. The following are among the salient factors considered in the selection of the peer group.

1. Revenue Source: Colleges in the peer group must be a publicly-supported community college. No privately-supported college is included in the peer group.

2. Governance: Peer colleges must be members of a multi-college district. Stand-alone colleges are excluded.

3. Location: Colleges must be located in different regions of the State, namely, the San Francisco Bay area, the Central Valley and Southern California.

4. Size: Colleges in the peer group must have a student enrollment of 20,000 or above.

5. The last criterion for selection was based on the personal knowledge and experience of DVC's leadership regarding colleges in the peer group. This factor was important in forging an agreement in advance on the composition of the peer group.

After careful examination of the profile of the community colleges in California, the following six institutions were selected as peers. All of them met the criteria for selection. The peer group institutions are:

- Diablo Valley
- American River
- De Anza
- Fresno City
- Orange Coast
- San Diego Mesa

The profile of these institutions is presented in Table 4.3.1.

Table 4.3.1 DVC's Peer Public Two-Year Institutions in California, 1999-2000

Category	Diablo Valley	Am. River	De Anza	Fresno City	Orange Coast	S. Diego Mesa	Average	Difference (DVC - Aver.)
Location	Pleasant Hill	Sacramento	Cupertino	Fresno	Coasta Mesa	San Diego	Bay Area 2	
Zip Code	94523	95841	95014	93741	92626	92111	Cent Valley 2	
Area Code	925	916	408	559	714	858	South Cal 2	
State Region	East Bay	Cent Valley	South Bay	Cent Valley	Southern Cal	Southern Cal		
Tuition and Fees								
In-state	$276	$308	$357	$330	$330	$275	$313	$-37
Out-of-state	$3,732	$4,060	$3,129	$3,830	$3,696	$3,107	$3,392	$140
Enrollment, Fall 2000	22,581	28,688	24,168	20,090	23,481	21,377	23,398	-817
Awards/Degrees 1999-2000								
Assoc. Degrees	730	1,141	1,131	1,071	1,147	969	1,032	-302
Certificates/Other Awards	255	717	453	184	585	326	420	-165
Total Degrees and Awards	985	1,858	1,584	1,255	1,732	1,295	1,452	-467
Transfer to 4-year Institution								
University of California	489	219	436	82	339	320	314	175
California State University	1,078	976	1,173	1,076	1,142	618	1,011	68
Total Transfer	1,567	1,195	1,609	1,158	1,481	938	1,325	242
Financial Aid								
FTFT Undergrads	1702	1163	1332	1156	1547	688	1,265	437
%of FTFT Undergrads	13%	29%	30%	59%	26%	44%	33.5%	-20.5%

Source: Chancellor's Office CCC System Performance on Partnership for Excellence Goals, April 2001

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Data for Financial Aid is available for the 1998-99 only. Data for 1999-00 has not yet been released.

FTFT represents the cohort of full-time, first-time students

Office of Planning & Research

4. Evaluation of the College's Strategic Plan

A Progress Report on DVC's Strategic Plan was published in March 2001. Because it is germane to the subject of this section of the Fact Book, Accountability and Institutional Effectiveness, it is presented here in a new format as Table 4.4.1. The goals or strategic directions are presented side by side with the progress to date on each goal. Perhaps the areas where DVC continues to excel, and conversely, those in which DVC's management needs to make renewed and forceful improvement efforts, will be clearer when the Strategic Plan progress is considered along with the previous parts of this publication. Further, planners will want to consider Strategic Plan progress in the light of the findings presented earlier in this section on Accountability and Institutional Effectiveness, and also changes which have taken place since March 2001. For example, considering Goal 2 (improvement of the Program Review Process), the College now has a strong program review report format in place to support the overall program review model which has been proposed by the Planning, Research and Student Outcomes office. Progress on Goal 18 (strengthen research and reporting capabilities) is much further along now, as evidenced by Section II of this Fact Book (Access: Enrollment Patterns). Progress on Goal 20 (refine measures of effectiveness data) has been considerable, with this Institutional Effectiveness Fact Book providing planning information, analysis, summaries of strengths and weaknesses, and suggested actions; these did not exist a year ago (September 2000).

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Table 4.4.1 DVC Strategic Plan Progress Report--March, 2001

GOAL	PROGRESS
Excellence in teaching and learning	
1. The college will consistently and regularly measure its effectiveness in fulfilling its mission based on the success of its students.	In 1999 the College restructured its research office to create an Assistant Dean of Research, Planning and Student Outcomes in order to place greater emphasis on the systematic measurement of student progress. This direction is consistent with the continuing development of the District's "Effectiveness Indicators" report and with the Partnership for Excellence goals established by DVC in the areas of Transfer, Degrees and Certificates, Workforce Development, Basic Skills Improvement, and Economic Development. Through PFE funding, a new workforce development position has been created which will help track the success of vocational students, and a new research position has also been created to track progress on PFE goals. The DVC "Fact Book" is being expanded to include regular reports on the College's PFE goals as well as other indicators of student success. The President's Office has also published a number of reports over the past several years showing trends in the numbers of students transferring or earning degrees or certificates.
2. The college will strengthen its instructional program review process and use this process for making decisions regarding funding, staffing, and program development.	The College has not made significant progress in improving the program review process due to delays in the hiring of the Assistant Dean of Planning, Research and Student Outcomes. The Assistant Dean is now working with faculty and with the Deans of Instruction and Student Services to develop a model effective for all college programs. Planning processes are already in place for funding, staffing, and program development; and those processes would be greatly enhanced by the kind of consistent information produced by a strong program review model.
3. The college will ensure a rigorous ongoing review of its curriculum to strengthen the emphasis of all programs on the development of critical-thinking and problem-solving skills of students.	Although this review may be done to a certain extent through the regular curriculum review process, the lack of an effective program review model or other initiatives focused particularly on critical thinking has resulted in little progress to date on this strategic direction.
4. The college will continue to review its courses and programs to determine which can be provided effectively in an alternative delivery format and schedule.	Over the past three years, the College has worked to extend educational opportunity by expanding its schedule of on-line, short-term and weekend courses. In the spring of 2001 the College is offering 26 courses on-line, and the Instruction Office plans to continue its efforts to encourage faculty to explore this instructional option. DVC is also offering 221 short-term and 41 weekend courses.

Table 4.4.1 DVC Strategic Plan Progress Report--March, 2001

GOAL	PROGRESS
Excellence in teaching and learning (Continued)	
5. The college will expand instructional offerings at off-campus locations and expand the opportunities for distance learning.	In addition to the on-line courses, DVC is also improving student access by providing a greater number of courses at off-campus locations. Currently, the College is offering 17 courses at the Contra Costa campus of Hayward State and another 39 courses at local high schools or other off-campus locations.
6. The college will meet the needs of under-prepared students by offering additional basic skills and ESL courses, including instruction in reading, writing, math, computers, physical sciences, and information literacy.	Between 1996 and 2001, the College has expanded its offerings in basic skills from 114 sections to 138 sections. In addition, the College is seeking ways to improve the quality and coordination of its basic skills offerings in order to ensure a higher rate of success for students who enter DVC without the skills necessary to succeed in the college curriculum. A group of faculty funded by Partnership for Excellence has been working with the Dean of Instruction to develop an overall plan for improving our basic skills instruction. The plan includes: development of a pilot program for supplemental instruction, self-evaluation of our current basic skills/developmental program using standards of the National Association of Developmental Education, in-depth training through the Kellogg Institute, and a campus symposium on developmental education. The library is developing additional courses on information literacy, but these are not specifically for basic skills students.
7. The college will continue to expand its efforts to integrate multi-cultural and international perspectives into its curriculum and programs and to hire faculty and staff who reflect the diversity of the student populations.	DVC includes multicultural studies among its general education requirements for the A.A. degree but permits students to meet that requirement with courses that also fulfill other GE areas. Although many faculty do include multi-cultural and international perspectives in their courses, nothing formal has been done to promote this kind of curriculum development in the past several years. The College continues its efforts to sponsor events with a multi-cultural or international perspective and to hire faculty and staff who reflect the diversity of our student body. In 1997, 35% of the students at DVC were non-white while 24% of our full-time faculty were non-white. By 2000, the percentage of non-white students had risen to 43% and the percentage of non-white faculty had risen to 26%. While the college is making progress in diversifying its faculty, the gap between the diversity of the faculty and that of the students is actually widening.
8. The college will provide campus-wide access to computers for students, faculty, and staff, including an increased access to computer labs and an increased use of technology in the delivery of instruction.	In 1999 the College developed its "Technology 2000" plan, allocating over $2M to its implementation over the next two years. This money, combined with other funding, has enabled the College to complete its campus network to classrooms and offices, to purchase computers for all full-time faculty, to equip more than 60 classrooms with computer projection units, and to expand and upgrade student computer labs. Through the new Staff Development Center, the College has also expanded technology training for faculty and staff, leading to a significant increase in the use of technology to deliver, enhance and support instruction.

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Table 4.4.1 DVC Strategic Plan Progress Report—March, 2001(Continued)

Support services for students:	
9. The college will expand tutoring services, improve access to information resources and computer technology, increase bilingual support services, and provide other services to assist students in meeting their educational goals.	The College has expanded tutoring through Partnership for Excellence and is in the process of developing a college-wide plan for tutoring that will provide for a systematic increase in tutoring services over the next several years. The plan calls for establishing a central administrative site for tutoring, augmented by satellite locations, developing an extensive Supplemental Instruction program for basic skills students, and ensuring that students in the San Ramon Center have access to the same levels of tutoring support as students on the main campus. The expansion of information services through the library and the enhancement of student computer labs have also assisted students in reaching their educational goals. The College is using Partnership for Excellence funds to provide more information to students both through technology and through traditional means. To date nothing has been done to increase bilingual support services.
10. The college will establish an International Student Center to serve international students and to provide all students an opportunity to increase their knowledge of other cultures and languages.	DVC is now enrolling over 900 international students (cumulative for 2000-01) and has established a partnership with the Foundation for International Education, in Japan, through which non-matriculated ESL students receive intensive English language instruction designed to prepare them to enter either DVC or another college or university. DVC has hired a coordinator to improve support for international students and is in the process of hiring its first international student adviser. An International Student Center would help to integrate international students into the DVC community, but funding for such a center has not yet been identified.
11. The college will improve the integration and coordination of student services and centralize as many of these services as possible in a single location.	Included in DVC's facilities plan is a building that would house all of the College's student services, creating a much more direct access for students, who must now seek those services in a dozen locations spread across the campus. Since the facilities bond in the fall of 2000 was not approved and since no other funding has yet been identified for such a building, the College is attempting to create a "one-stop" student service center as an overlay for our disparate services. The "one-stop," funded through Partnership for Excellence, will serve as an entry point and central information service for students, assessing student needs, directing students to appropriate services, and following up to ensure that student needs are met. The College has restructured the Transfer Center to achieve better coordination with the Career Center and is also examining the structure of student services as a whole to determine how organizational changes might improve the integration of services.
12. The college will take an active role in identifying potential transfer students and providing them with a full range of transfer services, ensuring students experience a smooth transition to a four-year College or university.	The Dean of Student Services and the Counseling Department have been working together to strengthen the effectiveness of the Transfer Center and improve the transfer function. Partnership for Excellence Funding is being used to upgrade the 50% Transfer Center Director position to a 100% Transfer and Career Center position. Counselors have also been providing increased coverage for the Transfer Center and have begun to revitalize the Center's advisory committee. The College is working with UC Berkeley to organize a mentor program for potential UC transfers and with CSU Hayward to improve articulation and the level of services provided to our students.

Table 4.4.1 DVC Strategic Plan Progress Report--March, 2001 (Continued)

13. The college will develop and implement ways of using technology to improve the admissions, counseling, and registration processes and more effectively provide information to students.	Problems with the Datatel system have delayed the District's adoption of on-line registration, but it is hoped that this will be an option for students by fall of 2001. The Admissions and Records office has faced major problems in implementing the Datatel system, and has not yet been able to utilize the system to improve services significantly. Nevertheless, through "Web Advisor," DVC is very close to the point where students will be able to easily and consistently access enrollment, billing, grades, and transcript information on-line; and faculty will be able enter grades, view current rosters, and access other information. Through Partnership for Excellence funding, the College is initiating a comprehensive program of on-line student services. In the past, Counseling has utilized technology chiefly to improve access to articulation information, but the department is now developing an on-line college orientation class as well as on-line counseling. On-line education plans are now feasible but have not yet been implemented.
Establishment of public and private partnerships in the community	
14. The college will develop and implement expanded outreach activities with local schools and Regional Occupational Programs (ROP) partners. Such activities will include the articulation of instructional programs and services, increasing the preparation of students for College-level work, and recruiting and providing services to high school students.	Utilizing Partnership for Excellence funding, the College is establishing a new Relations with Schools office to coordinate existing outreach and significantly increase the depth and breadth of our interactions with local school districts. Our goals are to assist schools in preparing students for college-level work, encourage students from under-represented groups to attend college, and increase the quality, number and diversity of students preparing for a teaching career. In addition to the Relations with Schools office, DVC has initiated new efforts in the past three years through our Talent Search program, our Teacher Incubator, our Teacher and Reading Development Project, our Tech-Prep partnerships, and a variety of smaller programs or discipline-based articulation efforts.
15. The college will develop and implement new partnerships with public and private organizations, which include: identifying the programs needed for workers in the local labor market; ensuring that curriculum and programs are current; sharing facilities and resources; jointly applying for public and private funding; and providing work experience, internship, and mentoring opportunities for students.	DVC has continued to expand its Regional Training Alliance, a partnership which includes Los Medanos, Contra Costa, and Las Positas College, as well as two dozen businesses and public agencies. The purpose of the Alliance is to provide customized, on-site staff development and training for organizations throughout the region. The College has also developed partnerships of different kinds with a variety of companies, including Teligent, Wells Fargo, General Motors, and Pac Bell, through which we create learning and internship opportunities for our students, develop new resources, and ensure that our programs are well-aligned with the needs of business and industry. A new workforce development position, funded by Partnership for Excellence, will work with faculty and with businesses in this area to further enhance that alignment and to ensure that DVC's certificates have value to our students and significance in the job market.

Table 4.4.1 DVC Strategic Plan Progress Report--March, 2001 (Continued)

16. The college will continue to develop the Center for Higher Education and establish a permanent site for the center to better serve South County.	In 1999, the San Ramon Valley Center (formerly the Center for Higher Education) was granted official center status by the Chancellor's Office and the California Postsecondary Education Commission. The educational program at the center continues to expand. In fall 1999, the center offered 262 sections (excluding PACE); in fall 2000, it offered 282 sections, and in fall 2001, 301 sections. As the program increases, Partnership for Excellence and other college funds are being used to bring student services to the level available at the main campus. A DSPS counselor has been assigned part-time to the San Ramon Valley Center this year to work with disabled students, and starting in fall 2001 a regular full-time counselor will also be assigned there. The College continues to work with the developers of the Dougherty Valley project to develop a new campus, fully integrated into the town center of a 12,000 home planned community. An initial agreement for the development of a joint-use library has now been developed with the County Library and the City of San Ramon.
17. The college will expand the accessibility of instructional programs and services by establishing more off-campus sites.	For the past several years, the College has been expanding its offerings at off-campus sites. Currently, the College is offering 17 courses at the Contra Costa campus of Hayward State and another 39 courses at local high schools or other off-campus locations. Through the Economic Development Office, contract courses are offered at sites throughout the county, and the College is now exploring the possibility of moving some credit workforce development programs off campus as well.
Planning and evaluation	
18. The college will strengthen its research and reporting capabilities to provide accurate and timely information on student enrollment trends and projections.	The implementation of the Datatel system has slowed progress on this issue, but as we develop more useful interfaces with the system, enhance our research capacity, and improve information from our Admissions and Records process, the College is hopeful that this critical information on enrollment trends and projections will soon be available. The availability of information through the Cognos data cubes is a significant advance.
19. The college will develop a marketing and recruitment effort which includes enhancing high school recruitment, reaching under-served populations, increasing international student enrollment, and targeting employees in business and public organizations.	Marketing has been strengthened at both the District and College level over the past several years, with DVC dedicating significant additional resources from its enrollment management budget. High school recruitment efforts are being supported through our various "relations with schools" efforts, and under-served populations are being reached through our Talent Search and CalWORKS programs. Enrollment of international students continues to increase as does our service to business and public organizations through the Training Alliance. Our marketing efforts have been broadened somewhat to achieve a better balance between our transfer and workforce development programs. The College has now sponsored three "open house" events for the community and plans to continue these on an annual basis. The District is working with the College Board to do an in-depth marketing survey which should provide a great deal of useful information about community needs and perceptions.

Table 4.4.1 DVC Strategic Plan Progress Report--March, 2001 (Continued)

20. The college will continue to refine the measures of effectiveness data and use the data to inform decision-making about hiring, budgeting, program development, services, and curriculum.	The District's Institutional Effectiveness report does not yet provide the kind of comprehensive information necessary for decision-making, but the College continues to work with the District to develop that information and to provide outcome data necessary to evaluate our Partnership for Excellence achievements. DVC is using personnel and financial information quite effectively in developing budget and hiring plans; however, we need to improve our program review model before the data will be truly useful in strengthening educational programs and services.
21. The college will expand the collection of follow-up data on former students to determine how well the College prepared students. This information will be used for hiring, budgeting, program development, services, and curriculum.	The College has improved its reporting on transfer students, in the aggregate, and has done several studies on progress through the basic skills curriculum. However, most of the information we have on transfer students is provided by other organizations, and DVC has not yet developed a model to collect information systematically on either transfer or vocational students. The tracking of vocational students will be a major role of the new workforce development office funded through Partnership for Excellence.
22. The college will improve collegial decision-making; define and clarify the roles and responsibilities of faculty, staff, and administration; and work to improve timelines for decision making.	It is hoped that the elimination of the redundancy inherent in the structure of the DVC Governance Council and the creation of a Planning Council and Leadership Council will lead to more timely and effective decision making. However, the College still must complete the process of clarifying its committee structure and disseminating more systematically to faculty and staff information on the roles and responsibilities of each college committee. The "Statement of Ethics in Shared Governance," being discussed by all constituencies through the Leadership Council may also be very helpful in strengthening the overall governance and decision-making process.
Maintenance of a solid College infrastructure	
23. The college will pursue additional sources of funding, including public and private grants to support innovation; public and private partnerships; fee-based and contract-education programs; a strong and effective College foundation; and an alumni association.	The College has been very successful over the past several years in attracting new grants, particularly economic development grants through its partnership with colleges in a four-county area. In 2000-01, the total grant income for DVC is over $3.6M, allowing the College to expand both programs and services. This is a significant increase over the $2.2M awarded in 1999-2000 and the $1.9M awarded in 1998-99. To stimulate grant development, the College allocated $50,000 in 1998-99 for development support. Through the District Partnership for Excellence allocation, an additional $100,000 per year will now be available for resource development. Contract Education, through the Training Alliance, has also been very successful. The Training Alliance has grown to over two-dozen members, providing staff development and training to thousands of employees each year. The DVC Foundation has secured several major donations, and has increased its overall assets to $1.7M. However, the Foundation has not yet achieved the potential its board envisions and is not yet selfsupporting in terms of its undesigned fund. The alumni association is being developed. But progress has been slow due to limited staffing.

Table 4.4.1 DVC Strategic Plan Progress Report--March, 2001 (Continued)

Maintenance of a solid College infrastructure	
24. The college will continue to pursue funding to implement the College's Facilities Master Plan and seek additional resources for deferred maintenance to upgrade and improve existing classrooms.	The District attempted to pass a $236M bond measure in the November 2000 election but fell several percentage points short of the required two-thirds majority. The District is now considering the possibility of another attempt in the spring of 2002. Both the College and the District have been able to allocate some additional resources this year, which will allow improvements to a limited number of classrooms and other facilities. The College's contribution will be approximately $700,000 from its carryover funds. However, the College has major facilities needs, including $39M for scheduled maintenance, $37M for remodeling, renovation and construction, and $56M for the new San Ramon Valley campus. It is unlikely that these needs can be met without a successful bond measure.
25. The college will develop the necessary infrastructure for technology on campus and provide fiscal support for it.	This basic network infrastructure has been developed through our Technology 2000 project at a cost of over $2M. The Technology Plan we are currently working on will address the issue of maintaining and further developing the infrastructure to meet expanding service demands as well as the issue of technology replacement. The Planning Council has supported this effort by allocating $300K in on-going Partnership for Excellence money to establish a technology replacement fund.
26. The college will develop and implement a program to provide greater development opportunities for faculty and staff.	The new Staff Development Center opened in the January 2000 and has quickly become the focal point of our enhanced staff development program. The well-equipped center provides an extensive program in technology training and also offers a wide variety of other staff development opportunities. Since the new center opened, it has sponsored or organized over 300 events, serving 2800 participants. In addition to the regular staff development funds available for conferences, workshops, and mini-grants, additional funds have been allocated for on-line course development, technology training, and instructional innovation.

Note: This progress report was prepared by DVC's Planning Council.

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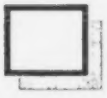

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